

GUIDELINE FOR THE EDUCATIONAL MANAGEMENT OF CULTURE  
INHERITANCE IN NAKHI PEOPLE,  
YUN NAN PROVINCE

YANG HAIPING

A thesis submitted in partial fulfillment of the requirements for  
the Degree of Doctor of Philosophy Program in Educational Administration


Academic Year 2023

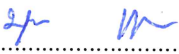
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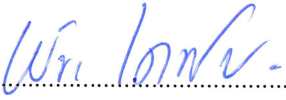
Thesis Title                      Guideline for the Educational Management of Culture Inheritance in  
Nakhi People, YunNan Province

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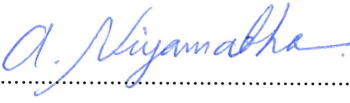
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Academic Year	2023

### ABSTRACT

The objectives of this research were: 1) To explore the current of the educational management of culture inheritance in Nakhi People, Yun Nan Province 2) To develop guidelines to the educational management of culture inheritance in Nakhi People, Yun Nan Province and 3) To evaluate the adaptability and feasibility of the managerial guidelines to the educational management of culture inheritance in Nakhi People, Yun Nan Province. The sample group of this research were 268 instructors and 160 administrators. The Interview group was 9 key informants in Yun Nan and the evaluate 7 experts from high-level administrators in Yun Nan Province. Research instruments include: 1) questionnaire. 2) semi-structured interview. 3) evaluation form. Data analysis by using percentage, mean, standard deviation and content analysis.

The results were: 1) the current of the educational management of culture inheritance in Nakhi People, Yun Nan Province in five aspects was at high level 2) the guidelines of the educational management of culture inheritance in Nakhi People, Yun Nan Province in five aspects, which contain 39 articles. there are 7 guidelines for the educational goals of colleges and universities, 6 guidelines for Promoting the multiple education model, 11 guidelines for enhancing funding guarantee mechanism, 4 guidelines for Encouraging Ethnic Minority-Nakhi Culture Course and 11 guidelines for Supporting faculty training 3) adaptability and feasibility of the guidelines of the educational management of culture inheritance in Nakhi People, Yun Nan Province in five aspects were at highest level.

**Keywords** : Guidelines of the educational management, culture inheritance, Nakhi People

ชื่อเรื่อง	แนวทางการจัดการศึกษาทางมรดกวัฒนธรรมของชาวนาคี ในมณฑลยูนนาน
ชื่อผู้วิจัย	หยาง ไห่ปิง
สาขาวิชา	การบริหารการศึกษา
อาจารย์ที่ปรึกษาหลัก	รองศาสตราจารย์ ดร.นิรันตร์ สุธีนิรันตร์
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### บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อสำรวจสภาพปัจจุบันการจัดการศึกษาทางมรดกวัฒนธรรมของชาวนาคีในมณฑลยูนนาน 2) เพื่อพัฒนาแนวทางการจัดการศึกษาทางมรดกวัฒนธรรมของชาวนาคีในมณฑลยูนนาน และ 3) เพื่อประเมินแนวทางการจัดการศึกษาทางมรดกวัฒนธรรมของชาวนาคีในมณฑลยูนนาน กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ครูผู้สอน รวมทั้งสิ้น 268 คนและผู้บริหารจำนวน 160 คน ผู้ให้สัมภาษณ์เป็นผู้ให้ข้อมูลหลักในมณฑลยูนนาน จำนวน 9 คน และผู้เชี่ยวชาญประเมินแนวทางเป็นผู้บริหารระดับสูงในมณฑลยูนนาน จำนวน 7 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม แบบสัมภาษณ์ และแบบประเมิน สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เชิงเนื้อหา

ผลการวิจัยพบว่า 1) สภาพปัจจุบันการจัดการศึกษาทางมรดกวัฒนธรรมของชาวนาคีในมณฑลยูนนานจำนวน 5 ด้านโดยรวมอยู่ในระดับสูง 2) แนวทางการจัดการศึกษาทางมรดกวัฒนธรรมของชาวนาคีในมณฑลยูนนาน ทั้ง 5 ด้าน รวม 39 แนวทาง ประกอบด้วย ด้านการดำเนินการตามเป้าหมายการศึกษาของวิทยาลัยและมหาวิทยาลัยอย่างมั่นคง 7 แนวทาง ด้านการส่งเสริมรูปแบบการศึกษาที่หลากหลาย 6 แนวทาง ด้านการเสริมสร้างกลไกการค้าประกันเงินทุน 11 แนวทาง ด้านการส่งเสริมหลักสูตรทางวัฒนธรรมชาวนาคี 4 แนวทาง และด้านการสนับสนุนการฝึกอบรมของคณะ 11 แนวทาง และ 3) ผลการประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการจัดการศึกษาทางมรดกวัฒนธรรมของชาวนาคีในมณฑลยูนนาน ทั้ง 5 ด้านอยู่ในระดับมากที่สุด

**คำสำคัญ:** แนวทางการจัดการศึกษา, ทางมรดกวัฒนธรรม, ชาวนาคี

## Acknowledgement

Thanks to life, thanks to fate.

Whenever I recall the people and things I once had in the years like a song, I can't help feeling grateful from the bottom of my heart: I am so lucky.

I am so lucky to be a Ph.D. student at Bansomdejchaopraya Rajabhat University, thanks to Professor Dr. Niran Sutheeniran, Professor Dr. Buranajit Kaewsrimon and Professor Dr. Patchara Dechhome. I was also lucky to meet my advisor Dr. Buranajit, who assigned me a thesis tutor in her busy schedule. Many thanks to Dr. Niran and Dr. Patchara for giving me guidance on the structure of paper writing. It is an enjoyment of wisdom and grace to listen to his class and feel his behavior.

I would like to thank Dr. Linda Gainma that the president of university and Dr. Kannakorn Sawangcharoen that dean of Graduate School, for their support and encouragement in various aspects, which encouraged me to continue my doctoral studies. I would like to express my gratitude to all the teachers, colleagues and former classmates and friends, who have enabled me to acquire unlimited valuable knowledge and wealth in a limited time.

Thanks to my parents. It is they who give the greatest emotional and time support.

I am lucky to be able to complete my thesis writing with the help and guidance of all lecturers. Thanks for your advice and encouragement, which has broadened my thinking and facilitated my writing. I would like to express my gratitude to all lecturers and classmates who have put forward their valuable opinions on the paper in the pro-defense stage, and urged me to improve and complete my paper.

Once again, I would like to thank all lecturers and former colleagues, classmates, and friends. Thank you.

Yang Haiping

# Chapter 1

## Introduction

### Rationale

Most countries are composed of multiple ethnic groups, which is also the case in China. China comprises 56 ethnic groups, of which the Han Chinese make up 1159.4 million people, or 91.59% of the country's population, and the other 55 ethnic minorities make up 106.43 million people or just 8.41% of the country's population. The Nakhi are one of the 56 ethnic groups in China. The population of the Nakhi people is 323,767 (China National Bureau of Statistics, 2021). The Nakhi people mainly live in Gucheng District and Yulong County, Lijiang City, Yunnan Province, where the Nakhi population in Gucheng District accounts for 60.2% of the total population and the Nakhi population in Yulong County accounts for 53% of the total population.

Although China has many ethnic groups, the traditional cultures of ethnic minorities are facing rapid change and loss with globalization and modern civilization. How to continue to preserve and carry forward the traditional culture of the ethnic group with a small population is the need of a country to respect and give full play to the advantages of multi-ethnic culture and develop its economy, as well as the necessity of its survival, inheritance and development under the background of globalization and the absolute superiority of a particular ethnic group in a country. In the face of a globally integrated information environment, the excellent traditional culture of ethnic minorities represented by the Nakhi culture is facing an awkward situation and a crisis of inheritance. The local Nakhi culture also has worrying realities. On the one hand, with urbanization, the traditional villages that used to be located in areas where the Nakhi people live are rapidly shrinking and disappearing, and the rooted soil of Nakhi folk culture has been seriously damaged. On the other hand, due to the market economy, the younger generations of Nakhi people have migrated to work or study abroad, leaving behind the elderly, women and children in their hometowns, and the inter-generational conflict over the transmission of Nakhi culture is intensifying.(Zhong,2019.P220-224).

Before the 1950s, the main language of communication in Lijiang was Nakhi, but in recent years, the development of tourism has brought a large foreign population, which has impacted the use of Nakhi in the city. Nowadays, the Nakhi language has been replaced by Chinese, with only about 20% of Nakhi primary school children understanding Nakhi and 10% being able to speak it. Some experts have predicted that in 50 years, Nakhi will no longer be heard in the old city (Zhao, 2014). More importantly, the progressive development of society has lost the core value function of the original Nakhi culture. Whether it is material production folklore such as the 'wooden corrugated houses' and 'Wearing the Stars and the Moon' costumes that have been passed down to this day or ritual lore such as the 'dragon and tiger fights' and 'bang-bang meetings', The reason for this is that the folk mentioned above customs are still in danger of being replaced and eliminated, the reason for this is that the traditional folklore activities mentioned above have lost their original value and heritage in the current environment, with the commodity market economy replacing the "self-sufficient" mode of material production and the popularization of science and culture causing the value of traditional rituals to be collectively "De-glamorization". "The spread of science and culture has led to the collectivization of traditional ritual values. (Cheng. 2018, p.330-336) The mass exodus of the local Nakhi population has had a strong impact on the social relations that the original Nakhi community had maintained for generations, foreshadowing the ritual order that the Nakhi people had established in their "ancestral houses", the order of behaviour that was passed on in front of the "fire pits", and the "games" in which they harvested the "rituals". The cultural experience formed by the "emotional impact" of the "games" will no longer exist. In the face of the many problems that exist, from the internal causes of the decline in the value of cultural functions to the external causes of the fragmentation of traditional culture from modern society as the environment changes, how to promote the inheritance and development of Nakhi culture becomes the starting point of this paper. (Xiang. 2017, p.550-557)

With China vigorously advocating promoting excellent traditional culture in recent years, Lijiang has increased its attention to and support local minority

cultures. Nakhi culture has begun to return to the mainstream. Local communities have also shown that Nakhi culture is exploring new directions of inheritance and development ideas as they work together to build cultural brands and promote and public its charms to the outside world. Therefore, it is necessary to analyze and study the current situation and problems of educational management of inherited Nakhi culture from the perspective of multiple educational models and make feasible suggestions. (Chen. 2018, p.660-667)

### **Research Questions**

1. What are the components of the education and management of Nakhi cultural inheritance?
2. What are the guidelines for the management of Nakhi cultural heritage education?
3. How about the evaluation of the education and management of Nakhi cultural inheritance?

### **Research Objectives**

1. To explore the components of the educational management of culture inheritance in Nakhi People.
2. To develop guidelines to the educational management of culture inheritance in Nakhi People.
3. To evaluate the adaptability and feasibility of the managerial guidelines to the educational management of culture inheritance in Nakhi People.

### **Scope of the Research**

#### **Variable**

1. Educational goals of colleges and universities
2. Multiple education model
3. Funding guarantee mechanism
4. Ethnic Minority-Nakhi Culture Course 5.faculty training



### **Research method Phase1:**

Qualitative research: The researcher had studied review of literature and related research about the educational management of culture inheritance in Nakhi People, as well as in depth interview would be used.

### Phase2:

Quantitative Research: The researcher used Variable of the current situation of the educational management of culture inheritance in Nakhi People from Phase (1) to prepare a questionnaire as an instrument to collect data from samples in order to examine frameworks of the educational management of culture inheritance in Nakhi People.

### Phase3:

Qualitative Research: The researcher used each component of the educational management of culture inheritance in Nakhi People, from phase (2) to develop managerial guidelines to the educational management of culture inheritance in Nakhi People by using Focus Group Discussion; 9 key informants (Vice Dean of teaching, department heads of institutions from different outstanding to the educational management of culture inheritance in Nakhi People)

### Phase 4: Evaluate the managerial guidelines **Population/Sample scope**

#### Phase 1:

Key informants were 11 experts who were instructors from outstanding colleges and universities under Yun Nan Province. The criteria for selection of key informants by purposive sampling method were as follows; more than 5 years experience in related field. These key informants would perform during the step of studying variables.

#### Phase 2:

Population consisted of 1340 who were instructors and 160 who were administrators of the educational management of culture inheritance in Nakhi People. They came from 10 colleges and universities of the educational management of culture inheritance in Nakhi People, which were classified according to the scale and professional skills of universities. The researcher determined sample size with

Krejcie and Morgans Table (1970). The sample were instructors, totaling 268, and administrators, totaling 160 with a stratified sampling technique.

Phase 3:

1. Key informants consisted of 9 key informants (Vice Dean of teaching, department heads of institutions) from different outstanding to the educational management of culture inheritance in Nakhi People, the qualification with more than 5 years' experience under Yun Nan Province.

2. They were professionals with proposing managerial guidelines to the educational management of culture inheritance in Nakhi People or using relevant Cultivation experience to carry out work.

3. They had reasonable experience or certain achievements in developing managerial guidelines to the educational management of culture inheritance in Nakhi People.

4. They had been widely recognized. The key informants without relevant mature ability or experience were from ordinary instructors. The Key informants were selected by purposive sampling technique with the above criteria.

Phase 4: Evaluate the managerial guidelines

Key informants were 5 experts who were instructors from outstanding colleges and universities under Yun Nan Province. The criteria for selection of key informants by purposive sampling method were as follows; more than 5 years experience in related field. These key informants would perform during the step of studying variables.

### **Research Instruments**

Step 1: Semi-structured interview form Step 2: Five-point rating scale questioner Step 3: Focus Group Discussion form Step 4: Evaluate form

### **Location**

Yunnan Province, China.

## Advantages

1. Nationality is the carrier of culture, and culture is the most important symbol to distinguish nationalities.

Forming its own unique culture is the most fundamental thing for a nation to become one. (Cited source: Lin Yaohua. *General Theory of Ethnology* [M]. Beijing: Central University for Nationalities Press Co., Ltd., 1997: 399.) The study of the management of cultural heritage education of the Nakhi people settled in Lijiang, Yunnan, China, has served as an important model for the cultural heritage education of other ethnic minorities.

1. Culture is soft power and an important economic development driving force. Studying the inheritance education of Nakhi ethnic culture in Lijiang City, Yunnan Province, China, has played an exemplary and leading role for other ethnic groups to inherit and develop their own national culture through inheritance education, thus promoting the development of local economy.

## Definition of Terms

**Culture** refers to the supporting skeleton of the life of a people group, a regional culture based on regional characteristics, discursive styles, economic life and psychological characteristics and then formed after a long period of time and widespread dissemination, capable of reflecting the regular system and observance of the principles of the social structure of a people, capable of clearly and unambiguously outlining the structure of a society.

**Heritage education** refers to as long as the educational remains with educational effect on people, including all tangible material remains and intangible intangible relics, they can be called educational cultural heritage or In the educational places of various times, it can cause a certain social influence and be recognized within a certain social scope, that is, the educational cultural remains with outstanding universal value from the perspective of history, art, science or anthropology.

**Educational goals of colleges and universities** refers to the general direction of higher education activities is also the starting point and end-result of higher education work. It has subjectivity (mainly) and complexity, and has its objective basis.

**Multiple education model** refers to a Nakhi inheritance teaching method that aims to meet the needs of different learners and to promote their all-round development.

**Funding guarantee mechanism** refers to in the process of Nakhi inheritance and financial management, a set of scientific, strict and efficient fund management system and process is established in order to ensure the safety of funds and improve the efficiency of fund use.

**Ethnic Minority-Nakhi Culture Course** refers to colleges and universities offer courses on Nakhi ethnic history, ethnic traditional culture, ethnic customs, ethnic literature and language, and ethnic and religious beliefs.

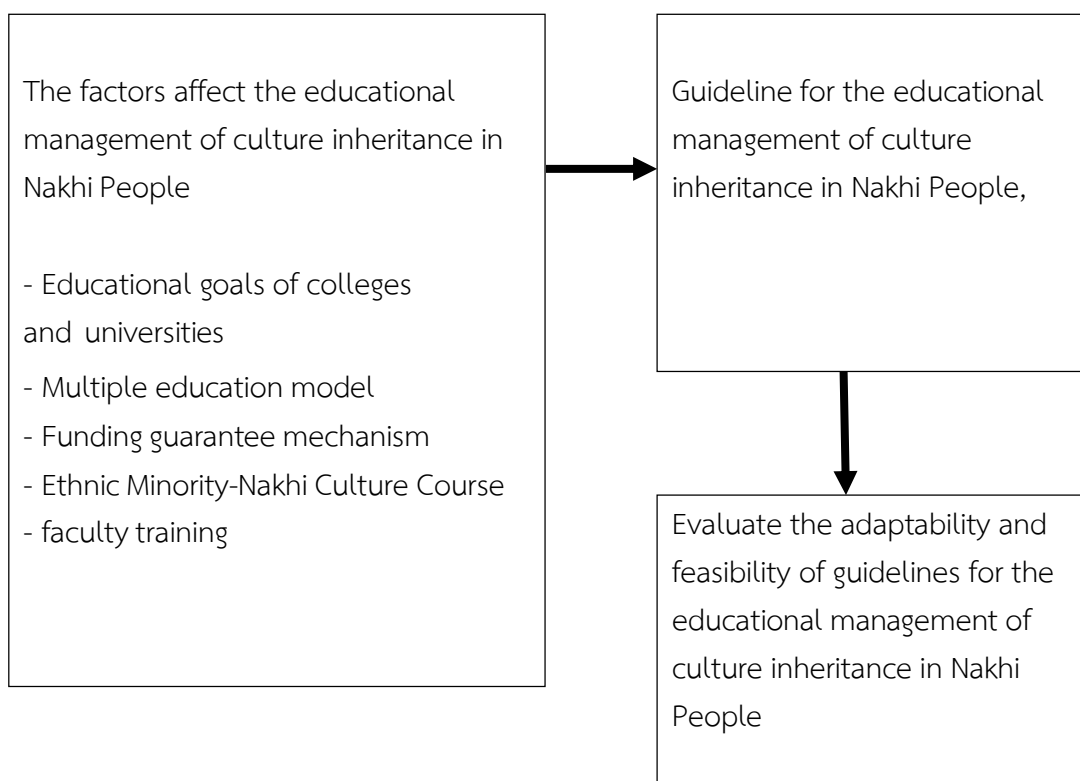
**faculty training** refers to the process of training the teachers of Nakhi culture major and improving the quality and level of education and teaching.

**Guidelines of the educational management** refers to the behavior manual of the process by organizing and coordinating the educational team, giving full play to the role of education manpower, financial resources, material resources and other information, and making use of various favorable conditions within education to efficiently achieve the goal of educational management activities.

**Nakhi People** refers to be distributed in Yunnan and other places. In Naxi language. Once used pictographic Dongba and syllable Goba characters, now used in Chinese. including -Educational goals of colleges and universities, Multiple education model, Funding guarantee mechanism, Ethnic Minority-Nakhi Culture Course, faculty training.

## Research Framework

The basic conceptual framework of this study is shown in Figure 1.1.



**Figure 1.1** Research framework

## Chapter 2

### Literature Review

The research in the educational management of culture inheritance in Nakhi People, Yun Nan Province”, the researcher was analyzed documents, concepts, theories, and researches related to the educational management of university administrators. The details are as follows.

1. Concept of education administration
2. concept of culture inheritance
3. context of Nakhi People in Yun Nan Province
4. Relate Research The details are as follows:

#### **Concept of education administration**

Chen (2019. p.88-90) referred to On the limitation of school education and inheriting national culture. The values of educational management are in the core position of the management concept and culture. The values of education management can be divided into student values and the values of university counselors from the general direction, among which the values of university counselors are in the price of education management. The concept of value plays a leading role and directly determines the formation of students' group values. Educational management values determine students 'values, and students' values influence the formation of education management. Second, the class goals. Class goal is an important element in the class concept and cultural elements, which serves for the purpose of education. From a macro perspective, the goal of education management is also a question of what kind of people to cultivate. The idea of "teaching must educate people" always reflects the activity of educating people. Agree with the mainstream values of the country, therefore, cultivating the new generation of "three loves", "four qualities" and "five lectures and four beauties" is the macro class management goal of education management. The purpose of educational management is, democracy and science. The purpose of educational

management is: " First, democracy, and second, science."Democratic management starts from the students 'natural human nature and actual development level, follows the law of students' own development, to a certain extent, realizes the students' ideological liberation and personality freedom, the essence of democratic management is" governing the class by virtue ".

Ma (2020. p.48-50) studied that the enlightenment of the cultivation of the multicultural concept of American teachers for the bilingual teacher training in China. The construction of educational management behavior culture is to guide and carry out cultural activities in various forms and healthy content in a purposeful and planned way. Behavior culture is reflected in the level of class activities, and behavior culture reflects the class philosophy culture, and is dominated by the class philosophy culture. In the behavior activities of students, the form and content of the activities fully reflect the subject status of students, respect students 'subjective will, and strive to get close to the existing experience of students' life, so that students can experience, feel and develop in the activities.

Li (2021. p.66-69) referred to Analysis of the school education inheritance path of intangible cultural heritage. Compared with other cultures, educational management material culture is a surface physical culture, and a class cultural element reflected in the visual level. Material culture and spiritual culture are the two aspects of culture, material culture is the foundation, spiritual culture is the superstructure, material culture determines spiritual culture, spiritual culture reacts on material culture. The material culture system in the construction of education management culture is mainly manifested in the layout and design of classrooms and the construction of basic facilities of classrooms.

Shen (2020. p.44-49) studied that On the promotion of teachers' conscious cultural awareness and their basic strategies. The goal of education management is the guide and purpose of the work, and the direction of the joint efforts of collective students. In the process of education management, in a certain period of time, different levels of students are put forward different requirements, let students set their own learning goals according to their own learning situation. Remind students, people can not be ambitious, but should calm down, do ordinary, real things, let

students concentrate, step by step beyond their own learning goals, in the process of achieving the goal constantly beyond the self, will find a down-to-earth, strong self. In this way, by guiding students to set up their own learning goals, to achieve their own initiative to manage their own goals.

Wang (2021. p.660-663) researched Preliminary study of school education and inheriting national culture. The education management system is a rule system that makes the class students abide by it together, so that the students can develop good habits. Its formulation takes the class as the core. A good education management system is one of the prerequisites to ensure the orderly conduct of class daily activities. The subjective class management must rely on the effective class system, and the operation of the class system is the fundamental condition to realize the automatic class management. The key to the democratic management of the class lies in the establishment of a perfect class system.

Jin (2020. p.779-782) studied the inheritance of ethnic minority culture and the curriculum reform of ethnic basic education under the background of a new round of curriculum reform. People originally have the subjectivity. Due to the long-term suppression of the autocratic system, people gradually lost their subjectivity. In fact, any work needs to give full play to people's initiative and enthusiasm, which is subjective management. After becoming the school leader, I also showed the initiative in the management of the school, and also recognized and respected the initiative of my subordinates. Substive school management mainly refers to the school management in school leadership positions. Subsubjective school management includes two parts: subjective personnel management and subjective business management.

**To sum up:** Educational activities are human social activities, and therefore, they should also reflect the subjectivity. However, due to the long-term influence of the autocratic system, many teachers have lost their autonomy, let alone their initiative and creativity. Comparatively speaking, the innovative education work and education management work reflect the subjectivity, but also reflect the subjectivity of teachers and students. Finally, the effective measures to solve the problems in higher education management are summarized:



1. Strengthen school administration in accordance with the law. We will strengthen the education of the rule of law. Colleges and universities should consciously establish the concept of the supremacy of law and justice. College administrators and teachers should take the lead in actively learning relevant laws and regulations, and strive to improve their own legal concept and legal awareness. In the daily management work and teaching process, we strive to achieve the management and education according to law, and strive to strengthen the cultivation of students' awareness of laws and regulations and the indoctrination of ideas. In addition, it is necessary to make full use of the school resources to carry out the publicity and education of laws and regulations, such as carrying out the second classroom or visiting and learning in the legal education base, and actively carrying out a series of laws and regulations education activities in the school collective activities. Strive to create a good atmosphere of legal regulations learning, and actively promote the process of legal construction on campus.

2. Actively adjust the professional structure and curriculum setting.

The educational goal of colleges and universities is to train senior talents to meet the needs of the society, So when colleges and universities are carrying out a series of work, Always make this the center of school work, Only closely around the center of talent training, We can better carry out the curriculum design of college education and the transformation of education mode, On the basis of building the curriculum system, To conduct a further reform of the educational methods, Transform the traditional closed teaching into the large classroom teaching in the new era, Fully according to the students' individual development requirements in accordance with their aptitude, Fully stimulate the enthusiasm of students to learn, In the process of learning, as far as possible to give full play to the students' subjective initiative, Let the students learn to find problems, think about and solve problems.

3. Strengthen the construction of higher education management personnel.

Improve the quality of management personnel. With the development of the society, the management team of colleges and universities should also actively learn, constantly strengthen their theoretical knowledge, enrich their business

knowledge, and improve their business level. When we actively learn the management experience of other colleges and universities, we must earnestly according to their own actual situation, combined with the advanced management experience learned, targeted to update the management system of their own colleges and universities, open up suitable for their own management road. Establish scientific personnel evaluation criteria. Every university is a small society, the organizational structure of colleges and universities is very complex, and the administrative organizations have different disciplines and different levels of distinction, so from the actual situation, our university managers need to have very high academic ability and academic level, and at the same time, they should also have very strong management ability. Only by carrying out scientific university management according to their own actual situation, establishing scientific personnel evaluation standards, and striving to cultivate excellent management talents, can colleges and universities constantly improve the construction of the university management team, and improve the overall quality and management level of the university management team.

## **Concept of culture inheritance**

### **Educational goals of colleges and universities**

The main way for school education to inherit national culture is to develop local curriculum and school-based curriculum, and to form a combination mode of national, local and school-based curriculum. In the Nakhi ethnic area of Lijiang, local courses should be adopted to promote the excellent culture of Nakhi into the campus. At present, the curriculum of Nakhi culture in college education is mainly in four ways: carrying out local art courses, setting up extracurricular interest groups, setting up workshops and bases. Ancient city established the ancient city of education Nakhi inheritance scheme, the Lijiang universities art education teaching content and scientific research plan, which set the specific cultural education content and research objectives, the ancient city of higher education national culture courses in music, art, xi mother language, dongba culture, Nakhi nursery rhymes is given priority to. In order to ensure the opening of the courses, Lijiang city uses

administrative means to offer local art courses according to about 15% of the total amount of art courses. Ethnic culture accounts for half of the extracurricular interest groups set up by colleges and universities in the ancient city area. Since 2014, some institutions of higher learning have added a weekly course of "national culture learning". (He. 2023. p.223-225)

Teaching materials are an important carrier of national culture education, and also the carrier of preserving national culture. If a university lacks the teaching materials of national culture education, it will hinder the development of national culture education, and is not conducive to the sustainability and stability of national culture education, so the compilation of teaching materials is very important. Therefore, on the premise of implementing the national curriculum, local textbooks and school-based textbooks should be compiled by using the excellent traditional Nakhi culture based on the local and university conditions. Lijiang launched a local influential national composers, national musicians, national artists, folk artists, national craft producers, east, scholars, religious people, researchers, cultural art workers, involving the Yunnan academy of social sciences institute, Lijiang national culture institute, Lijiang, Lijiang dongba institute, dayan ancient music such as more than ten units, formed a strong inheritance of national art culture, promote the nation. The team of cultural and education reform examines the inheritance and development of the cultural and artistic treasures of Lijiang in an all-round way, excavates, collects and arranges the ethnic folk art resources from the five aspects of Nakhi mother language, Dongba art, ethnic music, dance and art, and compiles local teaching materials for ethnic culture and education. And in November 2000, established the national art education teaching course as the guidance, based on the colorful national culture, to inherit the nation. For the purpose of culture, experts, scholars, teachers and relevant artists were invited to form the guiding ideology of the members of the textbook. Within five years, through repeated trial, through the reform of three universities, passed the Yunnan University Textbook Examination and Approval Committee, and published Lijiang local art textbooks Art (1 to 7) and Music (1 to 9), which were put into use on August 26, 2005. (Huang. 2022. p.330-338)

**To sum up:** Clarify the goal of Nakhi culture in higher education, construct the educational curriculum system of ethnic minority culture content, make students understand the Nakhi culture, cultivate students' cross-cultural ability and national identity, and have the innovative consciousness and reflection ability of the national culture. Through the inheritance and education of Nakhi culture, students' imagination and cross-cultural ability can be improved, and finally achieve students' all-round development. To clarify the task of Nakhi culture in higher education, according to the theory of multicultural integration, institutions of higher learning should not only convey the excellent culture of the mainstream nation, but also transfer the excellent culture of Nakhi nationality. Colleges and universities should help the Nakhi students to integrate into the mainstream society, learn and acquire the corresponding knowledge, skills and behaviors, so as to improve the quality of education in Lijiang area, so as to narrow the gap with the developed areas. In addition, it is also necessary to maintain the excellent cultural tradition of the nation, but not simply to preserve it, but to advocate further development, and to cultivate people with national spirit and confidence. and the two are indispensable.

#### **Multiple education model**

##### **1. Family education inherits the Nakhi culture**

For every nation, the learning of survival skills is the primary task. Only by meeting the basic material conditions needed can a nation continue to survive, especially for the ethnic minorities with relatively backward economy and low production capacity. Parents of different ethnic groups teach their children different productive labor skills by words and deeds. Nakhi people are good at making some leather products and copper ware. In the past, they adopted a "front shop and back yard" family workshop. Children helped their parents in their daily life, learned to complete it independently, and in this process, they learned the skills handed down from their parents. (Huang. 2023. p.331-334).

## 2. Education of ethnic traditional culture

Each nation has its own unique culture, including some customs, arts, festivals, etc. These unique traditional national cultures are mainly inherited through family education, and they also include some folk stories, language and food in family life. In the many festivals of the Nakhi people, such as the Spring Festival, the help party, three festivals and the Torch Festival, although the Spring Festival, the torch Festival of many ethnic groups are celebrating, but there are still unique customs. For example: the New Year's Eve need to clean the home, the first day of the family to the grave, the New Year's Day by the father get up early to do housework. During the Torch Festival, the family tied up torches and decorated them together, gathered around the torch to celebrate the festival. National language is the most prominent representative of a nation, and it is also an important part of Nakhi culture. Nakhi culture needs to carry out the most primitive transmission through Nakhi language. The Nakhi language is not only a tool to exchange thoughts and feelings, but also contains the national spirit and wisdom crystallization of the Nakhi people. For the new generation of the Nakhi people, it is the basis of reshaping the national belief. Therefore, a good family Nakhi language education is very important. In the ancient city district of Lijiang City and Yulong Nakhi Autonomous County, the mother tongue education status of Nakhi families is different. Because each township of Yulong Nakhi Autonomous County is far away from the city and has a better language environment, its daily language is still the Nakhi language. (Jin. 2022. p.440-445) Ethics and moral education Ethics and moral education is an important part of family education in China, parents should teach the knowledge of food, clothing, housing, morality, etiquette and other aspects through family rules. For example, Nakhi education children to get along with others, sincere, tolerant, simple, honest, and Nakhi language is called "edict". Among them, the Nakhi people have the habit of respecting nature and saving water. There are also many proverbs circulating among the Nakhi people, such as (Chinese translation): Do not wash clothes at the water source, do not leave the nose in the river, and do not kill snakes and frogs in the pond.

### 3. Education of religious belief

Dongba culture is a unique culture of the Nakhi people. It is called "Dongba culture" because of its content and it is related to the original religion of the Nakhi people. "Dongba" (meaning "wise man") is the inheritor of Nakhi Dongba culture. He is a collection of witches, medicine, art, and craftsman, while "father and son inheritance" is a mode of inheritance of Dongba culture. Although Dongba is a religious priest, he is also a farmer, so Dongba can only carry out inheritance activities around the fire pond at night. All his teaching is taught by words and deeds, and he directly obtains knowledge by watching, listening, helping and guiding each other. Family education plays a key role in the inheritance of Nakhi culture. The inheritance of Nakhi culture needs the cooperation and support of family education. Family education and the inheritance of cultures of ethnic minorities are inseparable and complementary. In the family, there is a strong Nakhi cultural atmosphere and a good mother language environment, and some of the unique production skills are taught through family education. In addition, in daily life, children learn about Nakhi culture through entertainment, including participating in the celebration of national festivals, communicating with elders to understand customs and customs and strengthen the study of mother tongue. The content of family education is unified with the reality of life, and in the family, children can learn the norms and moral norms of life. However, under the impact of modernization and globalization, the mainstream culture is becoming more and more important. Some parents hope that children can adapt to the modern society, can get good grades in higher education, then deprived of the children use tongue, think learning Chinese is the priority, Nakhi culture in which also seems insignificant, and in the rural parents need migrant workers, is no time and energy to children family education, so that the children lack of national pride and sense of belonging. Of course, the level of family education is limited, parents will give the right to educate their children to higher education. However, family education is always an "auxiliary" education, and the government does not have the corresponding supervision system and guarantee for it, and public organizations have no right to restrain, require and regulate family education. Family education can be used as a foundation and supplement of higher school education,

and the inheritance education of Nakhi culture cannot be better carried out entirely by relying on family education. (Banks. 2019. p.22-26)

#### 4. Community education inherits the Nakhi culture

In recent years, faced with the "mother tongue crisis" in the ancient city of Lijiang, in 2010, the ancient city district government held the "International Mother Tongue Day" in Yuhe Square on February 21, to widely publicize the protection of Nakhi mother language. About ten thousand people participated in the event. On February 21, 2013, Yulong County Bureau of Culture and Broadcasting, Education Bureau and Civil Affairs Bureau jointly held the 2013 "International Mother Language Day" series of activities. The content: Nakhi Pinyin training class on the 19th was held, on the 20th, Yulong County held the "International Mother Language Day" memorial conference, Nakhi Pinyin, Dongba essay competition, "Nakhi youth adult ceremony" and other activities. In 2014, the Education Bureau of Gucheng District launched a large-scale commemorative activity with the theme of "Inheriting the Blood of Chinese culture and guarding the National spiritual Home". The activity was carried out in the ethnic language, mainly in Nakhi language. A total of 18 teams from universities in the Gucheng district participated. International Day is set on February 21 to promote linguistic and cultural diversity, as well as vertrilingualism." International Mother Language Day 2015 Theme: Inclusive Education with language as the means and content-Language is crucial.<sup>2</sup> As a unique culture of the Nakhi people, religious belief education has another form besides family education-father-son inheritance, -teacher-apprentice transmission. In Tacheng and Ludian Township, apprentices were sent to Dongba homes to learn classics, but usually at night to help with farm work during the day. Another is through the establishment of relevant research offices and museums, and the establishment of learning schools to carry out the inheritance of Dongba culture, as shown in Table2.1. By 2010, there have been 15 Dongba culture and folk learning centers, during which the school has carried out activities of heaven worship and cultural seminars. (Ford. 2019. p.237-239).

**Table 2.1** The Dongba Cultural Inheritance organization was established in Lijiang in the past 30 years

Time	Establish inheritance organization
In May, 1981	The " Yunnan Academy of Social Sciences Dongba Culture Research Office was established in Lijiang
In 1995	The former Lijiang County Dongba Culture Museum opened the Dongba Culture School Tower urban and rural district Ming village set up Dongba Culture school
In 1999	Nakhi learner Guo Dalie and his wife founded the Nakhi Dongba Studies School The Lijiang Dongba Culture Research Institute has established the Dongba transmission learning class
In 2003	Lijiang city established the Dongba Culture transmission Association
In 2008	Lijiang city provides dongba culture protection and inheritance training
In 2010	Lijiang City Cultural Center has established a Dongba painting training base in Xinzhongzhu Village, Ludian Township, Yulong County
In 2011	The Lijiang Intangible Cultural Heritage Protection Center has established a Dongba cultural inheritance base in the new main village

##### 5. Education of ethnic traditional culture

Nowadays, with the support of the Gucheng District Committee government and the propaganda and cultural department, the Gucheng District has opened a training course on ethnic traditional culture for college students to teach Nakhi Pinyin, Nakhi ethnic songs and dances and Dongba cultural knowledge to college students who return to their hometown for the Spring Festival. And on November 7,2011, "snow mountain academy" also restore open, in every Saturday afternoon snow mountain academy Lijiang forum activities, here become one of the Lijiang culture communication center, come here to listen to locals, tourists, experts, etc., including Lijiang forum has more



than 30 is given priority to with Lijiang national culture, with Chinese traditional culture as complementary permanent teachers. On January 10, 2015, Snow Mountain Academy held a forum with the theme of "The Status of the Protection and Inheritance of Intangible Cultural Heritage". In terms of Nakhi festivals, the Nakhi ethnic group has the unique ethnic festival on the 15th day of the first lunar month every year. The "Help Club" is a farm tools trade fair, where people gather in the market to trade for new farm tools, meaning that the New Year begins to work. Now the location from the old town of Lijiang Sifang Street transferred to the new city of Xiangshan market, loyalty Market, flower and bird market and other places. Nowadays, most farm tools are mechanized, and Lijiang people also attach importance to raising flowers and grass. The leading role of lollipop will gradually evolve from lollipop into flowers and trees trading. The rich Nakhi traditional culture in Lijiang provides favorable community resources for community education and provides a solid foundation for survival and development, so that it can play the role of inheriting Nakhi culture. In community education, science and technology, law, morality, etc. They not only facilitate the learning and education of Nakhi culture, but also improve the quality of the quality of life, thus realize the harmony and promote the development of social economy Harmonious development of the Nakhi region. In addition, the community also has a good atmosphere for mother tongue learning. Language is used for communication. Children can improve their interest in the community and master their mother tongue skillfully. In the good atmosphere of the community, children can learn Nakhi culture imperceptibly. Community education resources are a good supplement to the inheritance of Nakhi culture in higher education. Community education can rely on the intellectual support and radiation of higher education, and the establishment of community learning centers in universities to carry out the inheritance education of Nakhi culture. Although community education is spontaneity and universal, it also needs to be promoted together through the government and grass-roots organizations. (James. 2020. p.780-783).

#### 6. School education inherits the Nakhi culture

In the past ten years, the inheritance of Nakhi culture mainly brings the rich ethnic cultural resources into the art education teaching and research activities of universities. In 1999, one of the former experimental cities of art education in Lijiang,

in 2000, Lijiang County undertook the scientific research task of Research on Teaching Content and Research Activities of Art Education of the Ministry of Education (the former Lijiang has been divided into Gucheng District and Yulong Nakhi Autonomous County in 2003). Among them, the pilot of "one group and five bases" of ethnic culture and art education experiment, as shown in Table 2.2.

**Table 2.2** One regiment and five bases

A Group	The Nakhi University Students Art Troupe
Five bases	The Dongba Cultural Heritage Base of Huangshan University Students The Nakhi mother language heritage base of Kunming University Yuxi College of Nakhi nursery rhymes, national handicraft inheritance base Grand research center ethnic play jump base The "hot Meuo" base of Yunnan University

In addition to the pilot of "one regiment and five bases", Yuhui College offers the art teaching course of Dongba painting learning, and offers the teaching class of Baisha Xile. Since 2012, the Education Bureau of Yulong County has organized excellent folk art programs and painting and calligraphy works to various universities, mainly for folk art performances, inviting artists to teach Nakhi folk songs, Dongba painting writing techniques, and ethnic display boards. At the beginning of the same year, Yulong County Cultural Center and County Yulong Middle School jointly set up a Children's Dance Art Troupe, which teaches the most basic dance knowledge and skills while choreographed dance programs with Nakhi characteristics. It also held three string training courses in universities. By the end of 2014, 50 students had mastered three string skills. (James. 2022. p.550-553).

#### 7. Nakhi's mother tongue education

Since November 1999, Yunnan agricultural university in Yunnan province, by full-time Nakhi mandarin teacher, but also to the north, new righteousness

community foreign merchants of mandarin inheritance, and the ancient city of National People's Congress, the political consultative conference decision, in the fall of 2003 in Yunnan province universities Nakhi mandarin heritage class.

#### 8. Dongba culture education

As unique culture of Nakhi culture, the education and inheritance of Dongba culture in colleges and universities is mainly through the opening of Dongba culture inheritance classes and inheritance bases in colleges and universities. On May 20, 2007, The Village was officially named as "Dongba Ecological Culture Protection Village" by the Lijiang Municipal Cultural Bureau. Yunnan Minzu University has been awarded the "Dongba Cultural Inheritance Base". Yuxi College has been awarded the "Leba Dance Inheritance Base" by China Lijiang Leba Dance Inheritance Association. In September 2008, with the full support of Lijiang National Culture Research Association, the national culture is relatively strong. Dali University has established the Dongba Cultural School of Higher Education. (Kincheloe&Steinberg. 2021. p.880-882).

**To sum up:** Nakhi culture and education are mutually reinforcing and dependent. Nakhi culture can be inherited through the form of education, among which Nakhi culture is inherited in various ways, such as school, family and community education. In addition, national culture starts from family education first, but family education focuses on the education of daily behavior, and the survival and reproduction of race has become its main purpose. In the inheritance of national culture, community education has rich resources, flexible organizational forms, and has incomparable advantages over other educational methods. Higher education is a place with professional teachers, complete teaching facilities, and using professional teaching knowledge and rich teaching experience, the excellent Nakhi culture teaching process in a planned and purposeful way. Although family, school and community education have their own advantages and limitations, they are still an important way to inherit national culture. Therefore, we should establish a cooperation mechanism between institutions of higher learning, communities and families, and radiate the excellent Nakhi culture to families and communities based on institutions of higher learning.

### Funding guarantee mechanism

In terms of funds for the inheritance of Nakhi culture, the municipal, county (district) levels have corresponding funds, which are mainly used for the protection and excavation of Nakhi culture. There are also special institutions engaged in this work in Lijiang city, such as municipal Dongba Culture Museum, municipal Cultural Center. However, the work of ethnic culture inheritance education in institutions of higher learning and communities does not include special subjects in the finance at all levels, but funds will be raised from different channels. For example, the funds for ethnic culture and education in Gucheng District and Yulong County are mainly government appropriations, foundations, special funds or project funds. From the beginning of funds shortage at the beginning, the government has allocated a special fund of 200,000 yuan every year, and Yulong City spends no less than 500,000 yuan for universities and communities. However, the 200,000 yuan in the ancient city is not arranged for the education in colleges and universities. (Whitehead. 2021. p.990-992).

**Table 2.3** Year of financial investment in education for ethnic culture inheritance  
(ten thousand yuan)

time	Financial investment in education (ten thousand yuan)	Investment in funds for the inheritance of ethnic culture
2013	3904	
2014	4200	
2015	7358	
2016	8727	
2017	12163	
2018	13578	
2019	17922	
2020	23473	20
2021	36895	20
2022	38654	20
2023	40925	20

Since 2013, Shenzhen Songhe Fund has funded all aspects of the art education of Kunming University, Qujing Normal University, Yuxi Normal University and other universities. The "Children's Song Growing Up with Us" issued by Lijiang City in 2020 is also under the support of the Ethnic Minority Assistance Department of the International Agricultural Development Fund. Yulong city also makes use of the Ministry of Education, the Provincial Department of Education and the Ede Foundation for ethnic art inheritance and development projects to promote rural ethnic culture and other educational activities. The Dongba Cultural Inheritance Class of Yuxi Normal University was opened under the support of the original Lijiang County allocated 30,000 yuan, and then the former Lijiang County government allocated 20,000 yuan, and in 2013, Lijiang City and Gucheng District allocated 45,000 yuan in funds. The funds are mainly used for the expenses of professional teachers and management teachers, the production expenses of costumes and props, teaching and research expenses, students' outdoor activities, and the support of rural folk Dongba cultural inheritance activities. At present, the funds for Nakhi cultural inheritance education in Lijiang city are not listed in the financial departments of all levels. Although the funds are raised from different channels, the funds for Nakhi cultural inheritance in colleges and universities are still insufficient, and more funds in Lijiang will be invested in the exploration and protection of ethnic culture. In addition, institutions of higher learning carry out ethnic culture inheritance and protection education activities in many aspects, including paying for teachers, activities, purchasing props and costumes, especially in ethnic art education, more art teaching equipment is needed. However, many institutions of higher learning do not have the funds for the improvement of the relevant hardware facilities, and the special funds for ethnic culture and education can be said to be no at all. Although the ancient city district began to invest 200,000 yuan for the inheritance of ethnic culture in 2013, it is not specially allocated for the Nakhi cultural education in institutions of higher learning. Since 2013, the national policy of "two exemptions and one subsidy" has been fully implemented in Yulong County, and all textbook fees are exempted during compulsory education, but art textbooks are not included in the national free textbooks, and 160,000 yuan was nowhere to pay. Due to the

shortage of funds, the Dongba Cultural Inheritance Class of Yuxi Normal University also uses costumes and props made 110 years ago. Nowadays, the props are seriously aging, and they can only be used together. For national culture education, compared with the investment of hardware facilities, more urgent needs in the construction of software. Therefore, the investment of ethnic culture inheritance funds in the universities of Lijiang city is insufficient, the basic hardware facilities cannot be guaranteed, and the investment in related software is difficult to achieve.

To sum up: To improve the funding guarantee mechanism, we must do the following points:

First of all, the local government should include the funds invested in the education of Nakhi culture in the local financial year budget. Or from the education funds, intangible cultural heritage protection and other funds to arrange a certain proportion to the education of higher education.

Second, can choose according to the universities investment mode, or increase the school education inheritance Nakhi culture special funds investment, do so to improve the teaching environment and promote the Nakhi culture course smoothly, set up special fund to help improve the teaching facilities, integration of education resources, solve the shortage of teachers, help promote the implementation of Nakhi culture education teacher training program, expand the use of freedom. At the same time, on the premise of ensuring that special funds are used for Nakhi culture education, institutions of higher learning are given to decide the use scope of funds.

Finally, education funds should be invested in multiple channels to form a funding channel with government departments as the main body and individuals, enterprises, foundations and institutions. In addition, we should improve the supervision system of the funds for the inheritance of Nakhi culture in institutions of higher learning, and strictly supervise the education funds to ensure that the funds are used in a planned way according to the budget.

Ethnic Minority-Nakhi Culture Course 1.Implement local courses of ethnic culture

China is a multi-ethnic country, and there are the characteristics of unbalanced regional development, all ethnic groups have their sense of belonging and identity, so China's curriculum should adapt to the differences of ethnic culture and regional economic and cultural differences, and implement the three-level curriculum management of national, local and institutions of higher learning ". In Lijiang Nakhi inhabited areas, institutions of higher learning using excellent Nakhi culture education resources to decide curriculum plan and scheme, in the preparation of the textbook, should pay attention to the teaching material should conform to the certain education rule, and to have the characteristics of national culture, so not only need professional participation, also need the participation of national educators, cooperation and sharing between colleges and universities, strengthen inter-school exchanges and cooperation. But due to the Lijiang area faculty is relatively weak, it is difficult to better the integration of national resources of school-based teaching materials, at the same time can use universities and research institutions and local national elite cooperation to carry out the research and development of national culture education, on the advantages of education and professional knowledge to help the development and implementation of school-based curriculum.

#### Reasonable selection of ethnic culture course content

Nakhi culture has a rich content, and it is not simply a culture attached to art or objects. Moreover, the inheritance of Nakhi culture is not rigid or indoctrination, but needs to develop with the evolution of The Times. Among them, the most important thing that Nakhi cultural education needs to retain is the cultural spirit and retain its national identity and belonging. However, the content of Nakhi culture in higher education should not include all cultures into the curriculum, and the minority culture has essence and inevitably dross. Therefore, colleges and universities need to choose excellent Nakhi culture with educational significance, beneficial to the development of teaching activities and can cultivate students' cross-cultural ability. For example, the Nakhi people has ancient and unique environmental ecology and water culture, can choose the traditional culture of loving water, loving water and protecting water into the course content, develop the

attitude of harmonious development between students and nature; the Nakhi culture advocating affinity, warmth, sincerity, tolerance, a better life and ideal, and the "rain" formed in the ancient city, to develop aggressive, tolerant and comity quality. In addition, the Nakhi people adhere to the attitude of respect and tolerance for the culture of various ethnic groups, and pay attention to their advanced aspects, which also promotes the cultivation of students' cross-cultural ability. This is not only conducive to the use of Nakhi culture and art to promote the development of quality education, but also to use the excellent cultural essence of Nakhi to promote the cultivation of students' moral character. The national culture curriculum of institutions of higher learning also needs to be combined with the cultural background and life reality of ethnic minority students, strengthen the connection between curriculum and life and society, and link the culture of higher learning with community and family culture, so that students can more easily understand and accept it, and improve their interest in learning. Similarly, the mainstream culture and minority culture although the reaction is different culture, but they influence each other, together on the improvement of cultural quality of a nation, and common in a unified multi-ethnic state education system, can learn from the mainstream culture and other national culture excellent part, promote the Nakhi culture inheritance and development, the mainstream culture and other minority culture, Nakhi culture mutual integration, common development. (Carl. 2017. p.990-993).

## 2. Innovation in ethnic minority culture

Nakhi culture inheritance education is not simply spreading Nakhi culture, but a process of continuous innovation and development. If we simply to minority culture generation to generation, not in the environment for reasonable innovation and development, so the national culture is the spread of self circulation, the nation can not develop, so the Nakhi culture inheritance education in addition to its own continuous innovation, should also absorb the essence of other ethnic culture. While maintaining the cultural characteristics of the Nakhi people, we should actively learn the mainstream culture, advocate the protection of development, and not overemphasize the preservation of Nakhi culture. Such as east culture is attached to the east teach and inheritance, so the east culture into higher education should



highlight cultural, dilute religious, based on the training of socialist successors, inheriting the excellent culture of the Chinese nation, make the east culture has time characteristics and era of art, make the unity of nature in the east culture is beneficial to help teenagers the formation of the harmonious development of man and nature ideology. (Jeanne. 2020. p.1023-1025)

**To sum up:** It can be combined with the characteristics of Nakhi culture and modern education, actively carry out research, find both out, does not affect the development of modern education, and even conducive to the development of modern education, combining with Nakhi excellent cultural resources, development of local and school-based curriculum to encourage students' all-round development, excavate the potential of students, improve education competitiveness, encourage teachers, students and parents involved, community, family and college education better inheritance Nakhi culture, implementation, beauty and vision.

#### **faculty training**

In order to effectively strengthen the training of art teachers, Lijiang City has formulated the "Art Teacher Training Program", which mainly adopts various ways and methods, such as accompanying inside and outside, "please go in and go out". While training art teachers, they are encouraged to improve their professional education level. Among them, the training is mainly based on the city and county level training, and the backbone teachers are selected to participate in the national and provincial national culture teacher training. The training of teachers in batches and stages, "successively held" quality education special training courses " attended by university principals, three training courses for art teachers, five training courses for Nakhi native tongue teachers, seven training courses for teachers of ethnic culture inheritance, and comprehensive training for the backbone teachers of the whole district. Among them, Guo Dalie from Yunnan Academy of Social Sciences and retired teachers and language committee cadres familiar with Nakhi culture were invited as the first batch of Nakhi mother language inheritance teachers to train teachers while inheriting. In the training of Nakhi mother tongue teachers, the main training is pre-job training, with Nakhi pinyin, Nakhi pictograph, Nakhi song and dance, etc. After observation, investigation and assessment, the stage teaching. After a year of teaching, Nakhi

mother language teachers learn the deeper Nakhi culture through teaching discussion and course observation, and went to the areas with strong Nakhi cultural atmosphere. By observing the open courses of Nakhi culture in universities in different regions, we can summarize the experience and summarize the teaching methods, so as to provide corresponding experience for Nakhi mother language education. (Sohan. 2020. p.998-1000).

On the other hand, to the Nakhi of thick national art social foundation, to "love my nation", "love my hometown", "praise Lijiang" as the main content, in Lijiang historic sites, landscape, celebrities, long history and culture, religious culture, mysterious, ethnic customs, folk art and colorful local characteristics for vivid teaching material, art teacher training work, improve their artistic and cultural quality, inspire teachers love Lijiang, love the love the feelings of national art culture, constantly improve the spirit of teachers work excellently, devoted to the cause of national culture education. Teachers are the main force of Nakhi cultural education, and is the key factor to ensure whether the national cultural inheritance is effective. However, there is a lack of Lijiang ancient Town and Yulong County full-time teachers of Nakhi cultural education, especially some full-time teachers with the consciousness of national culture inheritance and understand Nakhi culture. In universities, they are still folk artists, related Nakhi scholars and part-time teachers familiar with Nakhi language. (Carlos. 2022. p.775-778)

Yunnan university of finance and economics teachers is by professional teachers and class management teachers, although the teaching view the monk flower teacher, and four to the teacher as a member of class management teachers also learned the east culture, became the professional course teachers, but professional teachers is still mainly comes from the museum and culture department scholars, 08 professional teachers six two is the school full-time teachers, so there is a weak teachers. Nakhi culture serious lack of full-time teachers will hinder the effectiveness of national cultural heritage education, and ignore the teachers' national identity, national sense of belonging, the cultivation of national pride, teachers are not as much as possible understanding of Nakhi culture at the same time consciously protect and inheriting Nakhi culture consciousness, of course, also

need to be the idea of teachers into specific cognition and behavior. (Nagel. 2022. p.330-334).

**To sum up:** Nakhi teachers have innate advantages in the Nakhi cultural education, and teachers are the main body of school-based curriculum development. Therefore, the training of ethnic teachers is the key. The teacher training plan of Nakhi cultural education should be formulated, and both attention should be paid to the training of ethnic teachers. First of all, a teacher should have the theoretical knowledge of professional education, and can organize institutions of higher learning in the developed areas of the mainland to help train teachers in Lijiang area. Again, should strengthen the ancient city and yulong institutions of higher learning and teachers communication, relative to the ancient city, yulong county has a more complete and rich Nakhi culture background and more professional teachers, field investigation, school district or community training, using the school district or community rich Nakhi cultural resources, to integrate the community of material resources, manpower, financial resources and other resources. For example, teachers with the characteristics of Dongba culture can be sent to Dongba Cultural Training Institute for training or organized lectures on Nakhi culture. For the training of bilingual teachers, targeted training courses for bilingual teachers are carried out. It can also carry out the continuing education mode of active bilingual teachers combined with scientific research, teaching and training, so as to promote the teaching ability of bilingual teachers. In the United States, if you want to obtain the qualification certification of bilingual education, the first step is to assess the teachers' multicultural concept, which is a necessary requirement for a bilingual teacher. Of course, in addition to the multicultural concept, teachers also need to assess the teaching skills, knowledge of related subjects and language level. In the training of bilingual teachers in Nakhi Chinese, relevant multicultural courses can be added, so that they can have an understanding and tolerant attitude towards other ethnic cultures, and learn to appreciate the excellent cultures of other ethnic groups. Finally, we should pay attention to the assessment of teacher training, assess the learning results and actual teaching results of teachers, and establish a qualified team of teachers with Nakhi culture inheritance.

## Context of Nakhi People in Yun Nan Province

Li (2021. p.66-70) referred to Investigation of teachers' multicultural education attitude in Guizhou-based on the background of "national culture into the classroom". The Naxi people are hospitable, whenever hunting return, all the pedestrians can share a prey. Your guests, the host to do six or eight dishes for hospitality. Naxi nationality is a very credit and loyalty nation, generally do not care about the fault of the guests due to ignorance, but value equality and credit, so it is best to directly explain what requirements when communicating with them, do not deceive. The industrious and thrifty Naxi people like to drink, drink strong tea, love to eat sour, spicy, sweet food. Among the Mosuo people of Lugu Lake, both men and women like to smoke raw "orchid smoke" and eat homemade "Leng ima wine" with sour taste. After killing New Year pigs every year, housewives should rush to store pickled meat. Ham baba in Lijiang, Ningbo, sour fish and dried fish in Shanghai Lake are all delicious. They are good for Naxi people to entertain guests or give gifts to relatives and friends. In the reception and eating occasions to pay attention to the sitting posture, avoid loud noise, guessing, say the rough words, do not step on the table, in the occasion of the elderly, do not cross your legs. When the host respect tobacco, alcohol, sheng rice, appropriate with both hands, and table gratitude. Avoid knocking bowls and chopsticks, avoid turning dishes, avoid constantly clip dishes. General clip dishes to greet others together to move chopsticks, clip once, stop for a while, wait for a cigarette and then clip the second chopsticks. Chicken heads should be enjoyed by the elderly, and chicken feet should not be eaten by children. (Naxi people believe that children who eat chicken feet will tremble in the future). When the host holds rice, should take the initiative to propose the amount that oneself need, do not leave leftovers at the bottom of the bowl. If you sit on the "two stool", to care others to sit well, to prevent others from falling, unsightly, will also cause pain. When eating together, if you have finished eating, you had better accompany others for a while. If you want to leave early, greet others "slowly".

Fan (2020. p.331-335) studied that Inheritance of ethnic minorities in family education. The Naxi people eat three meals a day. For breakfast, we usually eat steamed bread or braised baba with water. We will make corn or highland barley

noodles into baba. Put in the pot, and put a little water in the pot. Accompanied by fried potato or cabbage soup, some with tea (or butter tea), milk, zanba for rice, lunch and dinner are relatively rich, generally there are one or two cooking and pickled vegetables, soup, especially like to eat when the Hui beef soup pot and dry rice. Regardless of pingba or mountain area, vegetable varieties, four ying city, mountain area wide potato, vine and beans, and the local products such as: cordyceps, fungus, mother, lily with chicken, duck, made into a variety of flavor dishes. Such as: steamed Cordyceps duck, friefary chicken, Gastrodia elata chicken, etc. Meat is mainly pork, most of which is made into pickled meat, especially the pipa pigs in Lijiang and Yongning are the most famous, which can be preserved for several years to more than ten years without deterioration. Go out to work to carry wheat flour baba or zanba temple. Dining around the table, winter like to move to the sunny place to eat. In the Naxi people in Ninglang and Yanyuan, after the morning, when the lamas read sutras, the housewife cooks, the old men play butter tea, each has different division of labor. The Naxi handicraft industry is relatively developed, and the daily drinking utensils are mostly handmade by their own nation Production, which with copper production has a long history, such as: copper pot, copper basin, copper ladle, copper spoon and wine plate, pot, cup, etc., in addition to the production and use of silver wooden bowl wooden chopsticks and pottery is also very common.

Xu (2022. p.550-553) referred to the concept and realization path of multicultural education in mainland class. The clothes of Naxi men are roughly the same as those of Han, while women in different places. Zhongdian county white area women, wearing double gown, pleated skirt, waist hair woven ribbon, feet in black boots, back white hair mountain skin, braid braid, keep the ancient, ninglang county yongning mosuo women, wearing cloth big Baotou, wearing large jacket, long accessible pleated skirt, waist ribbon, beautiful and generous. Naxi women in Lijiang County have changed greatly from the beginning of the Qing Dynasty, with wide sleeves, cuffs to the elbow, plus purple or navy blue shoulder; trousers, waist made with black, white and blue cotton cloth, pleated, sky blue wide edge; back with "seven star sheepskin", covered with two white bands on the end of the shoulder,

cross on the chest and tied on the waist, can keep warm, and back weight. In recent years, a new type of young women's dress, which not only maintains the characteristics of Naxi ancient costume, but also has modern dress characteristics, has come out. Its production characteristic is to change the shoulder of the big front to the open or half of the waist vest, and change the waist to the long skirt, which is quite popular in etiquette activities. Sheep skin shawl is an important symbol for Naxi women in Lijiang. It is generally made of a whole piece of pure black sheepskin, cut for the top of the circle, the upper suspected 6 cm wide black edge, the next nail on a horizontal row of seven color embroidery circular cloth plate, the center of two white sheepskin ribbon, representing the Big Dipper, commonly known as "day and moon", to show the meaning of diligence. Another view is that the round sheepskin on the top is cut to imitate the shape of the frog, and the round Naxi people on the back is called "Ba", which means "the eyes of the frog". which is the product of the integration of the native farming people of Lijiang who worship frogs and the ancient Qiang people who worship sheep.

Yin (2022. p.33-41) referred to Overview of the research on ethnic culture education and inheritance in recent ten years. Taboos are fictitious dangers, terrifying psychology, self-restraint, and negative defense. Naxi taboo is: New Year's Eve night avoid do not wash feet, and eat the reunion dinner dishes avoid washing brush. The first day of the first month avoid strangers into the house New Year's Eve night avoid stay married women in their parents. On the first day of the first lunar month, women get up early and avoid the white stone in the door, avoid the pot stone, avoid water and the fire in the fire pond. Guests enter the room taboo, the host spit. Avoid the seat on the left of the fire. Avoid wearing a head hat into the house, avoid carrying a hoe into the kitchen at night ignition home, avoid the torch point into the house. Go home in the evening first into the fire pond house, avoid first into the bedroom of the dead into the coffin or cremation, belong to the phase of the people avoid in the present often wear filial piety, avoid into the door of other people's homes.

**To sum up:** The Nakhi ethnic culture has a long history, extensive and profound. The unique Naxi culture is a symbol of the splendid ancient culture in Yunnan. Because of the harsh living environment cast the naxi tenacious, fearless spirit of national culture.

## **Related Research**

### **Educational goals of colleges and universities**

TemuqTu (2021) study about Introduction Of White Wolf Songs. The result of this research found that Implement the people-oriented fine management education goal in colleges and universities, find the balance between the mainstream and the non-mainstream culture, put the national and quality education in the same important position, both are indispensable '. Bai jing (2013) under the multicultural perspective, comprehensive analysis orqen autonomous banner public environment, the study of the present situation of the national education management goal, and put forward for orqen autonomous banner national education career management to find appropriate management mode: the introduction of innovative education management idea, establish funding guarantee system, planning bilingual teaching curriculum, improve the legal guarantee mechanism.

### **Multiple education model**

Chen (2015) study about study about Some Ethnic Examination. The result of this research found that To realize the inheritance of minority culture, the following attempts should be made in the national education system: to provide legal guarantee for the education of minority culture and institutionalize its inclusion into the education system; to conduct different forms of minority cultural inheritance education in different regions and different levels, of course, to conduct flexible forms of education and publicity for ordinary people, and to learn the knowledge of minority areas to become the advocate of the inheritance of ethnic culture.

Li&Zhang (2019) study about Nakhi Hieroglyphics. The result of this research found that Guizhou teachers' attitude towards multicultural education is positive concept, but has not been transformed into a kind of behavior and understanding.

Therefore, ethnic education requires teachers to form the concept and ability of multicultural education, as well as professional quality, and does not go deep into the cultural connotation in teacher training.

Ma (2014) study about Cross-cultural" Xi Mingna-Humanistic Value Rethink Two". The result of this research found that The idea of multicultural teachers has a profound influence on multicultural education, and analyzes the cultivation of multicultural idea of American teachers, including multicultural courses in normal education teaching, and strictly check the qualification of bilingual teachers, and the idea throughout the training. Shen Xiaobei, Huang Yuheng (2011) when it comes to multicultural education requires teachers have multicultural knowledge and ability, the core is the formation of cultural consciousness, and multicultural education is also need to choose to culture, it requires education administrators and teachers think together and choose different cultural forms should be in which different forms of education.

Chen (2018) study about The Nationality And Society. The result of this research found that With multicultural education theory, "the pluralistic integration pattern of the Chinese nation" thought and "multiple integration education" theory, pragmatic education theory as the research basis, using the literature method, questionnaire survey, interview, statistical analysis, in Jilin province Korean areas and scattered areas of Korean junior high school as the investigation object, introduces the Korean traditional culture and traditional culture inheritance value, analyzes the Korean traditional culture in the status quo in higher education, problems and advice.. Chen Lu&Xiao (2012) proposed that multicultural education in Taiwan has the following enlightenment: strengthening the concept of multicultural education and expanding the theme of multicultural education; adhere to "unity and diversity" and pay attention to native education; focus on the training of teachers in multicultural education, and carry out corresponding curriculum reform; focus on the interaction between universities and the community and maintain diversity.

Zhou&Wang (2019) study about Educational Anthropology. The result of this research found that Higher education bears the unshirkable responsibility for the



inheritance of national culture, but it can not be limited to the inheritance of higher education, and needs to drive the community and families through institutions of higher learning".

Chen& Zhang (2014) study about The History of Nakhi Culture. The result of this research found that The current situation of national culture inheritance in education in higher institutions is not optimistic. There are problems of perfunctory inheritance purpose, fragmented content and formalization of process, and the limited reasons are analyzed and the integration of multiple education models is proposed.

Prichun & Li (2021) study about The Nakhi Cultural Knowledge Reader. The result of this research found that Through the investigation of the inheritance of Honghe Prefecture colleges and universities in the achievements, existing problems and difficulties, and put forward the cultivation of "cultural consciousness", minority culture innovation, implement diversified education channels, all-round education inheritance ideas.

Liu,Zeng&Ai (2022) study about A Brief On Dongba Education And Dongba Culture Of Nakhi Nationality. The result of this research found that From the perspective of education, this paper analyzes the current situation of ethnic culture inheritance in Xinjiang Uygur Autonomous Region, puts forward suggestions for the development of ethnic culture courses, establishing "diversified" evaluation criteria, and correctly understanding the important role of bilingual education. Wang jing (2009) mentioned bilingual education to promote language diversity, inheriting national culture and protection of national language is of great significance, at the same time can improve students 'interest in learning, strengthen the students' national identity and the frequency of using national language, but bilingual education is not all minority universities need to develop, should be to the local to carry out the necessity and feasibility of bilingual education.

Chen, Liu&Zhang (2014) study about The Selected Translation Of The Nakhi Dongba Sutra. The result of this research found that Put forward the Heilongjiang national culture education has the following problems: self-consciousness is not high,

in the aspects of education funds policy implementation does not reach the designated position, lack of full-time teachers, lack of corresponding training, the lack of institutional guarantee for course arrangement, finally cause national curriculum single no coherence, so put forward the corresponding system guarantee, national culture curriculum development, national language inheritance countermeasures.

Qin (2018) study about *The Research On Religion And Witchcraft*. The result of this research found that From the perspective of educational anthropology, the educational inheritance of the Miao culture in western Hunan is investigated, including school, family and community education.

Su (2021) study about *GuNakhi Pictographic Dance Spectrum And Its Spectrum Source Exploration*. The result of this research found that Under the background of globalization and integration, due to the change of family structure and livelihood mode, the influence of external culture and other phenomena, there are difficulties in the cultural inheritance of ethnic minorities in China. Therefore, community education can play a due role, and community education can be used to promote the development of traditional culture. First, strengthen the connection between institutions of higher learning and the community in national culture, make full use of community resources, and realize the diversification of governance subjects of community education, so that ordinary people can participate in the governance of community education.

Chen (2023) study about *The Education For The Future*. The result of this research found that Minority cultural heritage from spontaneous to consciously, should be to the appropriate traditional culture inheritance of modern community education development, and put forward the basic strategy: strengthen the government leadership of community education function, integration of community education resources, improve the mechanism of community education, optimize the community education work team, establish local laws and regulations guarantee mechanism.

Cheng&Ye (2019) study about *History Of The Nakhi Nationality*. The result of this research found that From the content, function, organizational form and means

of education in minority areas to explain its characteristics, so the minority community education has certain advantages in the inheritance of national culture, it is closely related to the life world, is the spontaneous participation of the whole people, and put forward the development ideas.

Cheng&Ye (2014) study about The Nakhi people who live in the First Bay of the Yangtze River. The result of this research found that proposed that the intangible cultural heritage of the minority is essentially related to community education, and the traditional education mode can no longer meet the demand, higher education is still based on the inheritance of mainstream culture; the author should propose a correct understanding of the role of community education in this respect, build modern minority community inheritance sites, modern education of religious leaders, and promote ethnic local cadres to become managers ".

Fan (2019) study about On The Psychological Quality Characteristics of the Nakhi ethnic Group. The result of this research found that Family education is of great significance in the cultural inheritance of ethnic minorities, because it is because the relationship between the two is the part and the whole, and family education affects the growth of individuals. Religious belief, production skills and moral education are the main contents of ethnic minority family education, and their practicality and national character are the main characteristics.

Luo (2021) study about The Nakhi Traditional Culture And Its Protection. The result of this research found that Mentioned in the family education to achieve the inheritance of ethnic minority culture put forward suggestions and measures: to provide a good family atmosphere, improve to a certain extent, parents' own cultural level, strengthen moral education for children and consciously teach ethnic traditional culture, and cooperate with the teaching activities of higher education ".

**Summary:** Many scholars believe that education and national culture are interdependent and promoted. Human culture is expressed by people's psychology and behavior. Culture depends on human understanding of it, and this process needs education as an important means. Moreover, under the impact of globalization and

modernization, with the rise of multicultural education, the cultural inheritance of ethnic minorities in education is facing challenges and problems. However, the national culture inheritance includes higher education education, family education and community education, and different education contents should choose the appropriate education form. In the study of the education forms of the inheritance of ethnic minority culture, the education of higher learning has an inescapable responsibility for the inheritance of ethnic culture, so it should choose the appropriate educational content and innovate on the basis of not affecting the education of scientific and cultural knowledge. But exist in the higher education of minority culture inheritance, and the actual life, education process formalization, content fragmentation, so in higher education should follow the scientific guiding ideology, curriculum reform, establish evaluation mechanism, combined with the multi-channel education way, cultivate "cultural consciousness", etc. Bilingual education also plays an important role in promoting the inheritance of ethnic minority culture. Bilingual education can not only protect national languages, but also needs language help in learning ethnic culture. Some scholars focus on the problem of teacher training and consciousness from the perspective of multicultural education concept. In the scholars study institutions of higher learning education of the positive significance and existing problems, there are scholars put forward higher education is not fully shoulder the responsibility of minority culture heritage, community education also play an irreplaceable role of family, school education, also affirmed the community education, family education for the important role of national cultural heritage, and put forward the community, family education of national cultural inheritance, but less family education and minority cultural heritage. The above research is conducted from the aspects of education and the inheritance of ethnic minorities. The following is the specific content of higher education, mainly focusing on the study of curriculum reform with pedagogy theory.

#### **Funding guarantee mechanism**

Butt, Karen, Pahnos&Markella (2022) study about Multicultural Education: Why We Need a Multicultural Focus In Our School. The result of this research found that At present, the country in the scientific research project spending subjects, budget

quota has not developed a scientific system budget quota standard, scientific research personnel is not financial personnel, budget concept, only the scientific research budget as one of the link for scientific research funds, the preliminary feasibility survey is not in place, not enough research and scientific measurement, prepare the budget is not accurate, budget, with past experience and estimate fill in the budget data, lack of forward-looking, rationality and normative requirements.

Mueller&Jennifer. (2018). study about It's So Much Bigger Than Irealized! : Identity, Process, Change,and Possibility: Preservice Teachers' Beliefs about Multicultural Education. The result of this research found that Teaching funds and scientific research funds come from different funding channels. When used, they should be included in their respective costs according to the regulations, but in practice, it is usually difficult to strictly calculate the costs of both. Most of the scientific researchers in colleges and universities are teaching and scientific research, which is closely related to teaching work, experimental teaching materials are often used for scientific research projects, such as teaching, fixed assets for scientific research, water and electricity for scientific research costs, but all included in the excessive proportion of allowances and remuneration; in the reimbursement of expenses, the detailed items listed in the invoice are inconsistent with the actual expenditure; In terms of labor expenses, it is difficult to calculate the cost accounting of the project to realize the principle of seeking truth from facts. The cost of scientific research projects in universities is only partially compensated from the scientific research funds, and the cost of scientific research seriously occupies and misappropriated the educational funds of schools.

Serpell,R.& G.Hatano. (2021). study about Education, Schooling And Literacy. The result of this research found that In colleges and universities, the management and supervision mechanism of scientific research funds is not perfect, the special audit work of scientific research funds is a mere formality, the expenditure is unreasonable, and even illegal account adjustment. In order to avoid paying management fees, they will neglect the management of the surplus funds. Therefore, there is a problem of poor effectiveness of the management of scientific

research funds in universities, and exploring the ways and methods of the management of scientific research funds has become the key to improve the level of scientific research and ensure the quality of scientific research results. Only by strengthening the management of scientific research funds, can we rationally allocate and use them, and give full play to the benefits of the existing scientific research funds.

Hingginson&Nottingham. (2022). study about The Centenary Of An English Pioneer In Comparative Education,International Review of Education. The result of this research found that The budget management of scientific research funds in colleges and universities should be more scientific and reasonable by the scientific research management department, the financial management department, the leader and the subject. The administrative department of scientific research should formulate a unified budget management system for scientific research funds, formulate reasonable and operational budget procedures, as well as the methods and explanations for the budget preparation of scientific research plans, and put forward specific requirements for the compilation principles, requirements and procedures of scientific research funds budget, so as to improve the enforceable degree of the budget. For scientific researchers, the budget of scientific research funds should adhere to the principle of seeking truth from facts. The specific funding budget shall be carried out according to the research tasks stipulated in the application form of scientific research projects. The budget should be prepared for all expenses that may occur in the whole research process, including direct expenses and indirect expenses. According to the principle of full cost expenditure, the reported budget should be put on record in the financial and scientific research management departments of institutions of higher learning. For the financial department and accounting personnel, they should intervene in scientific research projects as soon as possible, timely provide accounting services and accounting supervision, so that scientific researchers can timely obtain the support of financial information, and prepare a more scientific and reasonable budget.

Thomas (2020). study about Culture And schooling:Building Bridges Between Research Praxis And Professionalism. The result of this research found that Strengthen the audit of the internal control system, and promote the management of scientific research funds according to the law. First of all, we should do a good job in the audit of the internal management system construction of scientific research funds, to see whether it includes the original and system to solve the problems existing in the current management and use of scientific research funds. Combined with the actual situation of institutions of higher learning, the establishment and improve the management method of scientific research funds, so that the management of scientific research funds more scientific, standardized and systematic.

Sonia (2021). study about Affirming Diversity: The Sociopolitical Context Of Multicultural Education. The result of this research found that Do a good job in the compliance audit of the use of scientific research funds, and standardize the use of funds. The audit of the compliance of the use of research funds, strengthening the constraints of financial management of research funds, and strictly controlling the scope and standard of expenditure are conducive to preventing the abuse of research funds in violation of financial discipline. The audit of the use of scientific research funds includes: whether the financial department of the university shall manage the project management fees, labor fees and scientific research funds shall be withheld in the form of scientific research funds. Through a series of measures to standardize the use of scientific research funds, improve the use efficiency of scientific research funds.

Geertz, (2022). study about The Interpretation Of Cultures. The result of this research found that In terms of vertical project expenditure, Science and technology departments and finance departments shall strictly stipulate the expenditure scope and expenditure standard of scientific research funds, Personnel funds, management fees, collaborative research fees, The proportion of these three budgets cannot be adjusted at will; Personnel fees cannot be used for personnel rewards, Based to the relevant national standards and the workload of researchers, Actual expenditures in the approved budget; The project management expenses shall be in the expenses of

the project management personnel and other stipulated administrative expenses; The alties or depreciation of existing equipment and houses of institutions of higher learning used in the project, Reasonable apportionment should be included in the project cost in accordance with the financial system

Grant&Ladson (2018). study about Dictionary Of Multicultural Education. The result of this research found that In the expenditure of horizontal projects, an income distribution incentive mechanism that takes into account the personal interests of universities, departments and researchers, so as to fully mobilize the enthusiasm of researchers. The financial department shall make up by a certain proportion of the scientific research income the use of direct materials, direct labor, equipment or depreciation of teaching equipment and houses in scientific research activities. And after the conclusion of the project, the financial analysis, so that the scientific research funds play a greater economic benefits.

**Summary:** In recent years, with the vigorous development of China's economy, the cooperation between university research and the government and enterprises is gradually close, and more and more research projects are undertaken, and the research funding has also increased substantially. Recently, the amount of research funds has become an important condition to measure the strength of colleges and universities. However, how to strengthen the management of scientific research funds is a serious problem facing many colleges and universities, scientific research funds management effectiveness is widespread, from the government to colleges and universities, are actively explore the reasonable management system, make the scientific research funds can reasonable use and can stimulate the enthusiasm of scientific research workers, create more social value.

#### **Ethnic Minority-Nakhi Culture Course**

Le (2016) study about Exploring The Nakhi Traditional Culture Model. The result of this research found that It is proposed that the theory of local curriculum can be combined with the theory of multicultural education, so that students can be educated through local curriculum and the excellent culture of ethnic minorities into the teaching material curriculum.



Zianar (2016) study about The Nakhi Folk Literature. The result of this research found that From the perspective of multicultural education as the research perspective, a field investigation was conducted on four Mongolian taught junior middle schools in Tongliao City, Inner Mongolia, explaining the existence of cultural imbalance and further factor analysis, thus putting forward corresponding countermeasures and suggestions, and proposing that attention should be paid to the cultural suitability in the curriculum reform."

Tong (2016) study about The Grand View of Nakhi Culture. The result of this research found that From the perspective of educational anthropology, the school-based curriculum development projects of Lijiang, Diqing and Xishuangbanna in Yunnan Province are investigated and studied, and proposed that the cultural education of ethnic minorities should be combined with mainstream cultural education, and can be realized through bilingual, community and ethnic art and culture education.

Jin (2019) study about Ethnic Education: Tradition integrates into the Mainstream Visit Zhang Shiyao of Southwest Normal University. The result of this research found that It is mentioned that the new curriculum reform provides space for the inheritance of minority culture in the specific curriculum of higher education, and the relationship between mainstream culture and minority culture is complementary to each other, both to each other to cultivate talents.

**Summary:** The above scholars believe that the new curriculum reform can be used to open the perspective of inheriting national culture in higher schools, and believe that the development of local curriculum and school-based curriculum can promote it. Through the empirical analysis of the curriculum projects in various places, it also puts forward the specific countermeasures in terms of curriculum objectives, modes, content and other aspects, and further explains the use of curriculum reform to carry out the inheritance of ethnic minority culture education.

### **Faculty training**

Wang (2020) study about A Case Study of Chinese Cross-cultural Teachers. The result of this research found that Teacher's "Case Study of Chinese Cross-cultural Teachers" points out that there is a phenomenon in the construction of teachers in

minority areas: Han teachers go deep to work in minority areas, and when they really integrate into the culture, they have reached the age of approaching retirement. The interviewees in the article, whether Han or ethnic minority teachers, believe that as teachers in ethnic minority areas, no matter which ethnic group, as long as they work in ethnic minority areas, they should become cross-cultural people, with multicultural knowledge and teaching ability, and need corresponding professional training."Meng Fanli through the interpretation of minority areas across cultural teachers value, cross-cultural teachers training examination of ethnic minority areas, think as teachers in minority areas, which nation should be cross-cultural teachers, has the corresponding cross-cultural knowledge, education teaching ability. Teacher education in ethnic minority areas should reflect the concept of multicultural education, take the training of cross-cultural teachers as an important part of the training goal, and implement it in the curriculum setting and practical teaching.

Meng (2017) study about A General Theory of Ethnic Education. The result of this research found that From the perspective of multi-culture, Bai Liang discusses the connotation of the multi-cultural concept from the West, the quality of teachers in the perspective of multi-culture, and the methods and strategies of multi-cultural teacher education, which provides certain theoretical enlightenment for the formation of cross-cultural teachers in ethnic areas of China.

Bai (2018) study about The Worship Moral Of Nakhi Sheepskin Costumes. The result of this research found that The essence and goal of multicultural education analyzes the status of multicultural education in the development of ethnic education, and points out the misunderstandings existing in the theory and practice of multicultural education in China.

## Chapter 3

### Research Methodology

The research objectives were: 1. To explore the components of the educational management of culture inheritance in Nakhi People. 2. To develop managerial guidelines to the educational management of culture inheritance in Nakhi People. 3. To evaluate the adaptability and feasibility of the managerial guidelines to the educational management of culture inheritance in Nakhi People,.

The research was mixed methodology design which were comprised of quantitative and qualitative research. There were 5 processes of research which were

1. Type of the research methodology 2. The population / the sample Group 3. Research Instruments 4. Data Collection 5. Data Analysis. The research procedures consisted of 4 phases: (1) Determining the variables of the educational management of culture inheritance in Nakhi People. (2) Exploring the component of the educational management of culture inheritance in Nakhi People. (3) Developing managerial guidelines to the educational management of culture inheritance in Nakhi People. (4) Evaluating the managerial guidelines. Details were as follows:

#### **Type of the research methodology**

Phase (1) Determining the variables of the educational management of culture inheritance in Nakhi People. In order to exploring the component of the educational management, It is foundation.

Qualitative research: The researcher had studied review of literature and related research about the educational management of culture inheritance in Nakhi People, as well as in depth interview would be used.

Phase (2) Exploring the component of the educational management of culture inheritance in Nakhi People. This is to illustrate objective1.

Quantitative Research: The researcher used Variable of the current situation of the educational management of culture inheritance in Nakhi People from Phase to prepare a questionnaire as an instrument to collect data from samples in order to examine frameworks of the educational management of culture inheritance in Nakhi People.

Phase (3) Developing managerial guidelines to the educational management of culture inheritance in Nakhi People. This is to illustrate objective 2.

**Qualitative Research:** The researcher used each component of the educational management of culture inheritance in Nakhi People, from phase (2) to develop managerial guidelines to the educational management of culture inheritance in Nakhi People by using Focus Group Discussion; 9 key informants (Vice Dean of teaching, department heads of institutions from different outstanding to the educational management of culture inheritance in Nakhi People)

Phase (4) Evaluating the managerial guidelines to the educational management of culture inheritance in Nakhi People. This is to illustrate objective 3.

**Qualitative Research:** The researcher used each the managerial guidelines of the educational management of culture inheritance in Nakhi People, from phase (3) to evaluate the adaptability and feasibility of the managerial guidelines to the educational management of culture inheritance in Nakhi People; 7 key informants (high-level administrators in Yun Nan Province)

### **The population/the sample Group**

Phase (1) Determining the variables of the educational management of culture inheritance in Nakhi People. To better illustrate objective 1, 11 experts were selected in the first stage.

Key informants were 11 experts who were instructors from outstanding colleges and universities under Yun Nan Province. The criteria for selection of key informants by purposive sampling method were as follows; more than 5 years experience in related field. These key informants would perform during the step of studying variables.

Phase (2) Exploring the component of the educational management of culture inheritance in Nakhi People. To prove the first objective, the appropriate population and sample were drawn and the questionnaire was administered.

Population consisted of 1340 who were instructors and 160 who were administrators of the educational management of culture inheritance in Nakhi People. They came from 10 colleges and universities of the educational management of culture inheritance in Nakhi People. The researcher determined sample size with Krejcie and

Morgans Table (1970). The sample were instructors, totaling 268, and administrators, totaling 160 with a stratified sampling technique. Population and samples were as follows Table 3.1.

**Table 3.1** Population: 10 of colleges and universities under Yunnan province

No.	Universities	Yun Nan province				Total
		Population		Sample		
		Instructors	administrators	Instructors	administrators	
1	Yunnan University	127	17	25	3	172
2	Yunnan Normal University	130	18	26	4	178
3	Yunnan Agricultural University	138	17	28	3	186
4	Yunnan University Finance of And economics	132	16	26	3	177
5.	Qujing Normal University	145	16	29	3	193
6.	Kunming College	134	13	27	3	177
7.	Yunnan University for Nationalities	133	15	27	3	178
8.	Yuxi Normal University	139	15	28	3	185
9.	Yunnan Academy of art	127	15	25	3	170
10.	Wenshan College	135	18	27	4	184
<b>Total</b>		<b>2340</b>	<b>160</b>	<b>268</b>	<b>32</b>	<b>1800</b>

Phase (3) Developing managerial guidelines to the educational management of culture inheritance in Nakhi People. To better illustrate objective 2, 9 experts were selected in the third stage.

1. Key informants consisted of 9 key informants (Vice Dean of teaching, department heads of institutions) from different outstanding to the educational management of culture inheritance in Nakhi People, the qualification with more than 5 years' experience under Yun Nan Province.

2. They were professionals with proposing managerial guidelines to the educational management of culture inheritance in Nakhi People or using relevant Cultivation experience to carry out work.

3. They had reasonable experience or certain achievements in developing managerial guidelines to the educational management of culture inheritance in Nakhi People.

4. They had been widely recognized. The key informants without relevant mature ability or experience were from ordinary instructors. The Key informants were selected by purposive sampling technique with the above criteria.

Phase (4) Evaluating the managerial guidelines to the educational management of culture inheritance in Nakhi People. To better illustrate objective 3,5 experts were selected in the fourth stage.

The experts for Evaluating the managerial guidelines to the educational management of culture inheritance in Nakhi People of middle-level administrators was 7 high-level administrators in Yun Nan Province. The qualifications of the experts are as follows: 1) at least 10 years of work experience in high-level administrator in public universities, 2) have extensive experience in the educational management, 3) graduated with doctor's degree, 4) academic title is associate professor or above.

## **Research Instruments**

Phase (1) Determining the variables of the educational management of culture inheritance in Nakhi People.

Semi-structured interview form was used. The researcher employed semi-structured interview form.

Phase (2) Exploring the component of the educational management of culture inheritance in Nakhi People.

The researcher employed a questionnaire which composed of three parts; Part I: General information of the respondents, totalling 6 items; Part II: Variables of the educational management of culture inheritance in Nakhi People. (Five-point rating scale), totalling 39 items; Part III: Suggestions and additional comments (Open Ended).

The instrument, Propose the educational management of culture inheritance in Nakhi People, required the respondents to determine the degree to which each statement reflecting the components of effectiveness. Each statement was to measure on a 5-point Likerts scale (1932); 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree, as shown in the Table 3.2.

**Table 3.2** Measurement scale of the educational management of culture inheritance in Nakhi People the educational management of culture inheritance in Nakhi People.

Perception level	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

High score on the scale indicated the positive levels of the educational management of culture inheritance in Nakhi People. As for measuring the items, Proposing the educational management of culture inheritance in Nakhi People was considered from the mean score of the answer arranged into five perception levels. The mean score was calculated by using the evaluation criteria of Best (1977), which was classified into five levels.

Therefore, the range of the measurement score and the mean of the educational management of culture inheritance in Nakhi People the educational management of culture inheritance in Nakhi People, scale was classified into five

perception levels of Proposing the educational management of culture inheritance in Nakhi People the educational management of culture inheritance in Nakhi People. Instructors Of the educational management of culture inheritance in Nakhi People are shown in the Table 03.

For the interpretation criteria to classify the mean score, the researcher used the measurement criteria according to the concept of Best (John W. Best, 1997: 190). Mean scores are 1.00-1.49,1.50-2.49,2.50-3.49,3.50-4.49,4.5-5.00.1.00-1.49's level of the educational management of culture inheritance in Nakhi People is lowest ,1.50- 2.49's level of the educational management of culture inheritance in Nakhi People is low ,2.50-3.49's level of the educational management of culture inheritance in Nakhi People is moderate ,3.50-4.49's level of the educational management of culture inheritance in Nakhi People is high ,4.5-5.00's level of the educational management of culture inheritance in Nakhi People is highest.

#### **Quality of Research Instrument**

Instrument was developed from Phase (1) as a questionnaire. The quality of questionnaires was assessed by content validity and reliability. For the content validity, it was checked by 11 experts and analyzed by Item-Objective Congruence (IOC). The item value was  $\geq 0.60$ . For the reliability, it was analyzed by Cronbach alpha at 0.80.

#### **Content Validity of Questionnaire**

The content validity of this research questionnaires was relatively examined by 11 experts to check the correctness and the appropriateness of the language, content coverage, and the content relevance of the research dimensions. The instrumental item were passively checked, validated, and lastly finalized based on the experts recommendations as to the results of Item-Objective Congruence (IOC). Itemization presented its IOC between "0.60 - 1.00"was relatively expected to be used in the research. As a result, a total of 45 variables were found and prepared a research instrument as a five-point rating scale questionnaire. Four items with scores below 0.6 were revised. On the other hand, the items that had scores higher than or equal to 0.6 were reserved. Thus, it was found that there were 40 items of questionnaire.



Phase (3) Developing managerial guidelines to the educational management of culture inheritance in Nakhi People.

#### **Structure interview**

Phase (4) Develop the guidelines to the educational management of culture inheritance in Nakhi People, Yun Nan Province.

#### **Evaluation Form**

The instrument to collect the data for objective three, to evaluate the adaptability and feasibility of the managerial guidelines to the educational management of culture inheritance in Nakhi People. The data interpretation for average value based on Rensis Likert (1932). The data interpretation are as follows:

- 4.50 – 5.00 express highest level
- 3.50 – 4.49 express high level
- 2.50 – 3.49 express medium level
- 1.50 – 2.49 express low level
- 1.1 – 1.49 express lowest level.

### **Data Collection**

Phase (1) Determining the variables of the educational management of culture inheritance in Nakhi People. Data collection was performed by the researcher. Sent the questionnaire by email or other means. Interview was performed by researcher.

Phase (2) Exploring the component of the educational management of culture inheritance in Nakhi People.

#### **Content Validity of Questionnaire**

The content validity of this research questionnaires was relatively examined by 11 experts to check the correctness and the appropriateness of the language, content coverage, and the content relevance of the research dimensions. The instrumental items were passively checked, validated, and lastly finalized based on the experts recommendations as to the results of Item-Object Congruence (IOC). Itemization presented its IOC between “0.60 – 1.00” was relatively expected to be used in the research.

1) The researchers had applied to the Faculty of Education for permission to continue the research and carried out the research in accordance with the guiding procedures and research plan.

2) The sample was directly informed of the content scope and research objectives, and received an official permission letter from the university to the administrator, allowing them to conduct and collect data from instructors in accordance with the approval letter issued by the relevant authorities.

3) After the administrators permission was processed and confirmed, Researchers and instructors or college and universities coordinators agreed to distribute questionnaires online and on site at the same time. The questionnaire was attached with the research guidelines, standards, participation information form and research project summary of each response part. Questionnaires are sent through the We-chat, Internet, mail, researchers, etc.

4) The questionnaire was completed within 5 weeks. The time for data collection was one and a half months.

Phase (3) Developing managerial guidelines to the educational management of culture inheritance in Nakhi People.

**By Focus Group Discussion, the researcher was as a facilitator.**

Step 1: Got in touch with key informants and show researcher identity and willingness.

Step 2: Visited or send questions by email or other means.

Step3: Summarized the discussion and specific data.

Phase (4) Evaluating managerial guidelines to the educational management of culture inheritance in Nakhi People.

The data collection for objective 3: to evaluate the adaptability and feasibility of the managerial guidelines to the educational management of culture inheritance in Nakhi People, Yun Nan Province.

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to collect the data from 7 high-level administrators in Yun Nan Province.

Step 2: The researcher distributed the evaluation form to 7 administrators. A total of 7 high-level administrators can be returned, accounting for 100%.

## Data Analysis

Phase (1) Determining the variables of the educational management of culture inheritance in Nakhi People. The collected data was analyzed by content analysis. The data results of this phase serve as the evidence base for the first objective.

Phase (2) Exploring the component of the educational management of culture inheritance in Nakhi People. The data results of this phase serve as the evidence for the first objective.

The data of demographic variables were analyzed by descriptive statistics; frequency, and percentage. The variables of the educational management of culture inheritance in Nakhi People were analyzed by descriptive statistics; mean ( $\bar{X}$ ), Standard Deviation (S.D.). The components of effectiveness for the educational management of culture inheritance in Nakhi People were analyzed to reduce irrelevant variables.

Phase (3) Developing managerial guidelines to the educational management of culture inheritance in Nakhi People. The data results of this phase serve as the evidence for the second objective.

The data from Focus Group Discussion was analyzed by Content Analysis. After the completion of data collection, would be used to analyze the collected data.

The focus group discussion was chaired by the researcher, this discussion was about the educational management of culture inheritance in Nakhi People.

Based on the principle of freedom and voluntariness, the experts spoke freely during the discussion, and gave the direction of phase 2 (Exploring the component of the educational management of culture inheritance in Nakhi People). According to the research results of researcher objective 2 (To develop managerial guidelines to the educational management of culture inheritance in Nakhi People), gave more new ideas on the educational management of culture inheritance in Nakhi People.

Phase (4) Evaluating managerial guidelines to the educational management of culture inheritance in Nakhi People. The data results of this phase serve as the evidence for the third objective.

The evaluation of the adaptability and feasibility of guidelines for Evaluating the managerial guidelines to the educational management of culture inheritance in Nakhi People was analyzed by average value and standard deviation.

### **Summary**

The research was mixed methodology design which were comprised of quantitative and qualitative research. There were three processes of research which were research proposal preparation, research procedures, and research report. The research procedures consisted of four phases: (1) Determining the variables of the educational management of culture inheritance in Nakhi People. (2) Exploring the component of the educational management of culture inheritance in Nakhi People. (3) Developing managerial guidelines to the educational management of culture inheritance in Nakhi People. (4) Evaluating the managerial guidelines to the educational management of culture inheritance in Nakhi People, Yun Nan Province. This four phases serve as the evidence base for the three objective: The first phase serve as the evidence base for the first objective. The second phase serve as the evidence for the first objective. The third phase serve as the evidence for the second objective. The fourth phase serve as the evidence for the third objective.

## Chapter 4

### Results of Analysis

This research in the guideline for the educational management of culture inheritance in Nakhi People. The objectives of this research were 1. To explore the components of the educational management of culture inheritance in Nakhi People. 2. To develop managerial guidelines to the educational management of culture inheritance in Nakhi People. 3. To evaluate the adaptability and feasibility of the managerial guidelines to the educational management of culture inheritance in Nakhi People. The data analysis result can be presented as follows:

1. Symbol and abbreviations
2. Presentation of data analysis
3. Results of data analysis

The details are as follows.

#### **Symbol and abbreviations**

- |           |                              |
|-----------|------------------------------|
| n         | refers to sample group       |
| $\bar{x}$ | refers to average value      |
| S.D.      | refers to standard deviation |

#### **Presentation of data analysis**

Part 1: The analysis result about determining the variables of the educational management of culture inheritance in Nakhi People. This part mainly discusses the basis of objective1.

Part 2: The analysis result about personal information of respondents, classified by gender and education background. Presented the data in the form of frequency and percentage and the current situation of the educational management of culture inheritance in Nakhi People. Presented the data in the form of average value and standard deviation. This part mainly discusses of objective1.

Part 3: The analysis result about the interview contents about the guideline for the educational management of culture inheritance in Nakhi People. This part mainly discusses of objective2.

Part 4: The analysis result about the evaluation of the adaptability and feasibility of the guideline for the educational management of culture inheritance in Nakhi People the educational management of culture inheritance in Nakhi People. Presented the data in the form of average value and standard deviation. This part mainly discusses of objective3.

### Results of data analysis

The researcher analyzed the data in 4 parts as follows:

**Part 1:** The analysis result about determining the variables of the educational management of culture inheritance in Nakhi People, Yun Nan Province.

The content analysis of the literature review and related studies Start with the literature review and related research. Researchers learn the relevant concepts, principles, theories and related research on the effectiveness of theory measure from the educational management of culture inheritance in Nakhi People. A summary of the variables is shown in Table 4.1.

**Table 4.1** Outline of variables from the review of literature and related research

Main Variables	Sub Variable	Sources
Educational goals of colleges and universities	1. The perfection of university education management curriculum compilation	Beairsto, Bruce, Carrigan, Carlos Diaz(Eds), Chen Guohua, Zhang Shiyan
	2. Integrity of cultural and education courses	Chen Xinggui, Chen YINUO, Chen Yunben, Liu Meimei,
	3. Implementation of curriculum formulation	Cheng Shiyue, Ye Feifei Xia, Fan Tingting
	4. The implementation of ethnic culture courses	Ford Donna Y, Geertz, C, Grant, C.A.&Ladson-Billing,G

Table 4.1 (Continued)

Main Variables	Sub Variable	Sources
	5. The importance of university education management to Nakhi culture and art courses	Guo Dalie, Yang Shiguang, He Zhong Hua, Hingginson J.H·Nottingham
	6. The integrity of textbook compilation in educational management	Huang Guangcheng, Huang Shupin, James A.Banks, James Banks
	7. Unity of the compilation of Nakhi cultural textbooks	Jeanne H.Ballantine, Jin Zhi yuan,Kincheloe,L.&Steinberg
	8. The authority of textbook compilation in educational management	Le Baori,Li Chun, Zhang Jing,Li Weiyong,Liu Hongyu, Zeng Xuelian, Ai Xiaoping
	9. The breadth of the scope of textbooks in Nakhi culture	Luo Rong Langa,Ma Jingjing,Meng Fanli
<b>Multiple education model</b>	10. The importance of family education in inheriting Nakhi culture	Mueller, Jennifer J,Nagel T, Prichun,Li Wenjie,Pu Lichun
	11. The importance of production skills education to Nakhi culture inheritance	Qin Zhongying, Serpell,R.& G.Hatano, Sohan Modgiletal, Sonia Nieto
	12. The importance of production skills education in educational management	Su Hui,TemuqTu, Cao Neng xiu,Wang Ling
	13. Promotion of ethnic traditional culture education in colleges and universities	Thomas,E,Tong Shaoying, Wang Jian,Zhang Aiqin
	14. Ethics and ethics and conduct education in educational management	Zhong Lifang,Zhou Shiwu and Wang Ling,Zianar
	15. The importance of religious belief education in educational management	Luo Rong Langa,Ma Jingjing,Meng Fanli

Table 4.1 (Continued)

Main Variables	Sub Variable	Sources
	16. The expression of Dongba culture in educational management	Mueller, Jennifer J,Nagel T,Prichun, Li Wenjie
	17. The outstanding importance of education in inheriting the Nakhi ethnic culture	Pu Lichun,Qin Zhongying, Serpell,R,G.Hatano,Sohan Modgil et al
	18. The proportion of Nakhi mother education in education management	Sonia Nieto,SuHui,TemuqTu, Cao Nengxiu,Wang Ling
	19. Influence of Lijiang cultural inheritance activities on education management	Thomas,E,Tong,Shaoying, Wang Jian,Zhang Aiqin
	20. The influence of school education on the inheritance of Nakhi culture	Zhong Lifang,Zhou Shiwu, Wang Ling,Zianar
	21. Performance of national art education in school education	A.N. Whitehead,Bai Liang,Banks,J.A,Butt,Karen
	22. The importance of educational management to Nakhi culture inheritance	Beairsto, Bruce, Carrigan, Tony,Carl AGrand(Eds),Carlos Diaz(Eds)
<b>Funding guarantee mechanism</b>	23. Improvement of the funding guarantee mechanism in the education system	Chen Guohua, Zhang Shiyan
	24. Support of government financial management for educational funds	Chen Xinggui, Chen YINUO, Chen Yunben, Liu Meimei, Zhang Hongyu
	25. Financial support has increased in universities over the years	Chen Yuwei, Cheng Shiyue and Ye Feifei Xia.
	26. The investment of educational funds in the	Cheng Shiyue, Ye Feifei Xia



Table 4.1 (Continued)

Main Variables	Sub Variable	Sources
	Nakhi cultural inheritance 27. The role of educational funds in education management	Fan Tingting, Ford Donna Y,Geertz,C
<b>Ethnic Minority- Nakhi Culture Course</b>	28. Differences in Nakhi culture and education management at the three levels of national, local and school management	Guo Dalie, Yang Shiguang, He Zhong Hua
	29. The importance of reasonable selection of national culture course content	Hingginson J.H·Nottingham, Huang Guangcheng
	30. Nakhi culture inherits the cooperation and sharing between the government and schools	Huang Shupin, James A.Banks, James Banks
	31. Innovation of ethnic minority culture in educational management	Jeanne H.Ballantine,Jin Zhiyuan
	32. Integration of Nakhi culture and modern education	JinZhiyuan,Kincheloe,L.&Steb ergR
	33. Use of Nakhi cultural resources in educational management	Le Baori,Li Chun, Zhang Jing, Li Weiyong
<b>faculty training</b>	34. The importance of teacher training in educational management	Liu Hongyu, Zeng Xuelian, and Ai Xiaoping
	35. Perfection of the teacher training system	Luo Rong Langa, Ma Jingjing
	36. The diversity of the forms of teacher training	Meng Fanli, Mueller, Jennifer J.

Table 4.1 (Continued)

Main Variables	Sub Variable	Sources
	37. Emphasis on the training of Nakhi native language teachers	Nagel T, Prichun and Li Wenjie, Pu Lichun
	38. Innovation in the system of teacher training	Qin Zhongying, Serpell, R. & G. Hatano.
	39. The importance of education management to teachers	Sonia Nieto, Su Hui, Temuq Tu.
	40. The effectiveness of teachers in inheriting the Nakhi culture	Cao Nengxiu, Wang Ling, Thomas, E
	41. The importance of teacher training to the inheritance of Nakhi civilization	Tong Shaoying, James A. Banks, Jeanne H. Ballantine
	42. The relevance of the development of human civilization to the inheritance of Nakhi culture	Wang Jian, Zhang Aiqin, Zhong Lifang, Huang Shupin
	43. The influence of students' work schedules on Nakhi culture inheritance	Guo Dalie, Yang Shiguang, He Zhong Hua.

From Table 4.1 of the literature review and the variable outline of related studies, there are five principal variables, 43 Sub-variables. Then, the semi-structured interviews were prepared for this study, Key informants consisted of 11 key informants (Vice Dean of teaching, department heads of institutions) from different outstanding to the educational management of culture inheritance in Nakhi People with more than 5 years' experience under Yun Nan Province. The interview content is the index of objective congruence (IOC).

Summary from the index of objective congruence (IOC), there are 43 variables derived from interviews with key informants. The investigator adopted the content

analytical method. Results a total of 43 variables were found and a five-point scale questionnaire was prepared as research Investigate tools. The quality of the tool was verified by content validity and reliability. For the content validity of the questionnaire, the researchers sent the questionnaire to 11 experts for verification. project-Objective consistency (Item-Objective congruence.IOC) on the score of -1 to + 1 The project is evaluated. The question items with scores less than 0.6 were modified. On the other hand, the scores are higher than, or etc The item at 0.6 was retained. The results found that the questionnaire had 41 question items. Because the reliability of the questionnaire is a method of assessing the quality of the measurement procedure used to collect the data.

**Part 2:** The analysis result about personal information of respondents, classified by gender and education background. Presented the data in the form of frequency and percentage and the current situation of the educational management of culture inheritance in Nakhi People, Yun Nan Province. Presented the data in the form of average value and standard deviation.

**Table 4.2** Number of people and percentage of respondents

	Personal Information	Frequency	Percentage
Gender	Male	206	68.67
	Female	94	31.33
	<b>Total</b>	<b>300</b>	<b>100</b>
Education background	Bachelor's degree	100	33.33
	Master's degree	120	40
	Doctor's degree	80	26.67
	<b>Total</b>	<b>300</b>	<b>100</b>

According to Table 4.2, showed that the majority respondents were 206 males, accounting for 68.67%, and 94 females, accounting for 31.33%. The education background of respondents was mainly master's degree for 120 people, accounting for 40%, followed by bachelor's degree, and doctor's degree was the lowest level for 80 people, accounting for 26.67%.

**Table 4.3** The average value and standard deviation of the current situation of the educational management of culture inheritance in Nakhi People in five aspects.

The educational management of culture inheritance in Nakhi People	$\bar{X}$	S.D.	level	rank
1. Educational goals of colleges and universities	4.30	0.81	high	3
2. Multiple education model	4.25	0.80	high	5
3. Funding guarantee mechanism	4.45	0.78	high	1
4. Ethnic Minority-Nakhi Culture Course	4.27	0.76	high	4
5. Faculty training	4.35	0.79	high	2
<b>Total</b>	<b>4.324</b>	<b>0.788</b>	<b>high</b>	

According to table 4.3, found that the current situation of the educational management of culture inheritance in Nakhi People in five aspects was at high level ( $\bar{X}=4.324$ ). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was funding guarantee mechanism ( $\bar{X}=4.45$ ), followed by faculty training ( $\bar{X}=4.35$ ), and Multiple education model was the lowest level ( $\bar{X}=4.25$ ).

**Table 4.4** The average value and standard deviation of the current situation of the educational management of culture inheritance in Nakhi People in educational goals of colleges and universities

Educational goals of colleges and universities	$\bar{X}$	S.D.	level	rank
1. The perfection of university education management curriculum compilation	4.35	0.71	high	7
2. Integrity of cultural and education courses	4.25	0.73	high	8
3. Implementation of curriculum Formulation	4.45	0.75	high	4

Table 4.4 (Continued)

Educational goals of colleges and universities		$\bar{X}$	S.D.	level	rank
4.	The implementation of ethnic culture courses	4.40	0.78	high	5
5.	The importance of university education management to Nakhi culture and art courses	4.48	0.78	high	3
6.	The integrity of textbook compilation in educational management	4.49	0.80	high	2
7.	Unity of the compilation of Nakhi cultural textbooks	4.36	0.83	high	6
8.	The authority of textbook compilation in educational management	4.50	0.81	High	1
9.	The breadth of the scope of textbooks in Nakhi culture	4.23	0.79	High	9
<b>Total</b>		<b>4.39</b>	<b>0.78</b>	<b>High</b>	

According to table 4.4, found that the current situation of the current situation of the educational management of culture inheritance in Nakhi People in educational goals of colleges and universities was at high level ( $\bar{X}=4.39$ ). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was The authority of textbook compilation in educational management ( $\bar{X}=4.50$ ), followed by The integrity of textbook compilation in educational management ( $\bar{X}=4.49$ ), and The breadth of the scope of textbooks in Nakhi culture was the lowest level ( $\bar{X}=4.23$ ).

**Table 4.5** The average value and standard deviation of the current situation of the educational management of culture inheritance in Nakhi People in Multiple education model

Multiple education model	$\bar{X}$	S.D.	level	Rank
1 The importance of family education in inheriting Nakhi culture	4.25	0.79	high	9
2 The importance of production skills education to Nakhi culture inheritance	4.35	0.75	high	6
3 The importance of production skills education in educational management	4.40	0.80	high	4
4 Promotion of ethnic traditional culture education in colleges and universities	4.15	0.78	high	12
5 Ethics and ethics and conduct education in educational management	4.12	0.76	high	13
6 The importance of religious belief education in educational management	4.23	0.81	high	11
7 The expression of Dongba culture in educational management	4.41	0.82	high	3
8 The outstanding importance of community education in inheriting the Nakhi ethnic culture	4.45	0.85	high	2
9 The proportion of Nakhi mother education in education management	4.24	0.73	high	10
10 Influence of Lijiang cultural inheritance activities on education management	4.29	0.72	high	7
11 The influence of school education on the inheritance of Nakhi culture	4.28	0.77	high	8
12 Performance of national art education in school education	4.37	0.84	high	5
13 The importance of educational management to Nakhi culture inheritance	4.50	0.74	high	1
<b>Total</b>	<b>4.31</b>	<b>0.78</b>	high	

According to table 4.5, found that the current situation of the educational management of culture inheritance in Nakhi People in multiple education model was at high level ( $\bar{X}$ =4.31). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was the importance of educational management to Nakhi culture inheritance ( $\bar{X}$ =4.43), followed by The outstanding importance of community education in inheriting the Nakhi ethnic culture ( $\bar{X}$ =4.45), and ethics and ethics and conduct educational management was the lowest level ( $\bar{X}$ =4.12).

**Table 4.6** The average value and standard deviation of the current situation of the educational management of culture inheritance in Nakhi People in Funding guarantee mechanism

Funding guarantee mechanism	$\bar{X}$	S.D.	level	Rank
1 Improvement of the funding guarantee mechanism in the education system	4.19	0.75	high	5
2 Support of government financial management for educational funds	4.25	0.71	high	4
3 Financial support has increased in universities over the years	4.30	0.74	high	3
4 The investment of educational funds in the Nakhi cultural inheritance	4.39	0.79	high	2
5 The role of educational funds in education management	4.43	0.80	high	1
<b>Total</b>	<b>4.31</b>	<b>0.76</b>	<b>high</b>	

According to table 4.6, found that the current situation of the educational management of culture inheritance in Nakhi People in Funding guarantee mechanism was at high level ( $\bar{X}$  = 4.31). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was the role of educational funds in education management ( $\bar{X}$  = 4.43), followed by the investment of educational funds in the Nakhi cultural inheritance ( $\bar{X}$ = 4.39), and Improvement of the funding guarantee mechanism in the education system ( $\bar{X}$  = 4.19).

**Table 4.7** The average value and standard deviation of the current situation of the educational management of culture inheritance in Nakhi People in ethnic Minority-Nakhi culture course

<b>Ethnic Minority-Nakhi culture course</b>	<b><math>\bar{X}</math></b>	<b>S.D.</b>	<b>level</b>	<b>Rank</b>
1 Differences in Nakhi culture and education management at the three levels of national, local and school Management	4.32	0.71	high	4
2 The importance of reasonable selection of national culture course Content	4.39	0.75	high	3
3 Nakhi culture inherits the cooperation and sharing between the government and schools	4.20	0.79	high	5
4 Innovation of ethnic minority culture in educational management	4.18	0.80	high	6
5 Integration of Nakhi culture and modern education	4.43	0.83	high	2
6 Use of Nakhi cultural resources in educational management	4.48	0.78	high	1
<b>Total</b>	<b>4.33</b>	<b>0.78</b>	<b>high</b>	

According to table 4.7, found that the current situation of the educational management of culture inheritance in Nakhi People in ethnic Minority-Nakhi culture course was at high level ( $\bar{X} = 4.33$ ). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was Use of Nakhi cultural resources in educational management ( $\bar{X} = 4.48$ ), followed by Integration of Nakhi culture and modern education ( $\bar{X} = 4.43$ ), and Innovation of ethnic minority culture in educational management was the lowest level ( $\bar{X} = 4.18$ ).



**Table 4.8** The average value and standard deviation of the current situation of the educational management of culture inheritance in Nakhi People in faculty training.

faculty training	$\bar{X}$	S.D.	level	Rank
1 The importance of teacher training in educational management	4.23	0.72	high	7
2 Perfection of the teacher training system	4.28	0.75	high	6
3 The diversity of the forms of teacher training	4.35	0.80	high	4
4 Emphasis on the training of Nakhi native language teachers	4.29	0.78	high	5
5 Innovation in the system of teacher training	4.18	0.73	high	8
6 The importance of education management to teachers	4.45	0.81	high	1
7 The effectiveness of teachers in inheriting the Nakhi culture	4.42	0.79	high	2
8 The importance of teacher training to the inheritance of Nakhi civilization	4.37	0.84	high	3
<b>Total</b>	<b>4.32</b>	<b>0.78</b>	<b>high</b>	

According to table 4.8, found that the current situation of the educational management of culture inheritance in Nakhi People in faculty training was at high level ( $\bar{X}$  =4.32). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was The importance of education management to teachers ( $\bar{X}$ =4.45), followed by The effectiveness of teachers in inheriting the Nakhi culture ( $\bar{X}$  =4.42), and Innovation in the system of teacher training was the lowest level ( $\bar{X}$  =4.18).

**Part 3:** The analysis result about the interview contents about the guideline for the educational management of culture inheritance in Nakhi People.

**Table 4.9** Personal information of interviewee

Interviewee	Education background	Interview Date	Interview Time
Interviewee1	Education: Doctor's degree Expertise: Education management Work experience: 11 years	July 21 <sup>st</sup> ,2023	9:00 am GMT +8 39 minutes
Interviewee2	Education: Master's degree Expertise: Education management Work experience: 11 years	July 21 <sup>st</sup> ,2023	11:00 am GMT +8 39 minutes
Interviewee3	Education: Doctor's degree Expertise:Human resources management Work experience: 11 years	July 21 <sup>st</sup> ,2023	13:00 am GMT +8 39 minutes
Interviewee4	Education: Doctor's degree Expertise: Human resources management Work experience: 11 years	July 21 <sup>st</sup> ,2023	14:00 am GMT +8 39 minutes
Interviewee5	Education: Doctor's degree Expertise: Education management Work experience: 11 years	July 21 <sup>st</sup> ,2023	15:00 am GMT +8 39 minutes
Interviewee6	Education: Master's degree Expertise: Human resources management Work experience: 11 years	July 21 <sup>st</sup> ,2023	16:00 am GMT +8 39 minutes
Interviewee7	Education: Doctor's degree Expertise: Education management Work experience: 11 years	July 21 <sup>st</sup> ,2023	17:00 am GMT +8 39 minutes

Table 4.9 (Continued)

Interviewee	Education background	Interview Date	Interview Time
Interviewee8	Education: Doctor's degree Expertise: Human resources management Work experience: 11 years	July 21 <sup>st</sup> ,2023	18:00 am GMT +8 39 minutes
Interviewee9	Education: Master's degree Expertise: Education management Work experience: 11 years	July 21 <sup>st</sup> ,2023	19:00 am GMT +8 39 minutes

### Interviewee 1

1. What about the current situation of the educational management in educational goals of colleges and universities of the educational management of culture inheritance in Nakhi People and how to promote the educational goals of colleges and universities of the educational management?

I think the current situation of the educational management in educational goals of colleges and universities of the educational management of culture inheritance in Nakhi People The main way for school education to inherit national culture is to develop local curriculum and school-based curriculum, and to form a combination mode of national, local and school-based curriculum. In the Nakhi ethnic area of Lijiang, local courses should be adopted to promote the excellent culture of Nakhi into the campus.

2. What about the current situation of the educational management in multiple education model of the educational management of culture inheritance in Nakhi People and how to promote the multiple education model of the educational management?

I think the current situation of the educational management in multiple education model of the educational management of culture inheritance in Nakhi People for every nation, the learning of survival skills is the primary task. Only by meeting the basic material conditions needed can a nation continue to survive,

especially for the ethnic minorities with relatively backward economy and low production capacity.

3. What about the current situation of the educational management in funding guarantee mechanism of the educational management of culture inheritance in Nakhi People and how to promote the funding guarantee mechanism of the educational management?

I think the current situation of the educational management in funding guarantee mechanism of the educational management of culture inheritance in Nakhi People, in terms of funds for the inheritance of Nakhi culture, the municipal, county (district) levels have corresponding funds, which are mainly used for the protection and excavation of Nakhi culture.

4. What about the current situation of the educational management in ethnic minority-Nakhi Culture Course of the educational management of culture inheritance in Nakhi People and how to promote the ethnic Minority-Nakhi Culture Course of the educational management?

I think the current situation of the educational management in ethnic minority-Nakhi Culture Course of the educational management of culture inheritance in Nakhi People, China is a multi-ethnic country, and there are the characteristics of unbalanced regional development, all ethnic groups have their sense of belonging and identity, so China's curriculum should adapt to the differences of ethnic culture and regional economic and cultural differences, and implement the three-level curriculum management of national, local and institutions of higher learning ".

5. What about the current situation of the educational management in faculty training of the educational management of culture inheritance in Nakhi People and how to promote the faculty training of the educational management?

I think the current situation of the educational management in faculty training of the educational management of culture inheritance in Nakhi People, In order to effectively strengthen the training of art teachers, Lijiang City has formulated the "Art Teacher Training Program", which mainly adopts various ways and methods, such as accompanying inside and outside, "please go in and go out".

## Interviewee 2

1. What about the current situation of the educational management in educational goals of colleges and universities of the educational management of culture inheritance in Nakhi People and how to promote the educational goals of colleges and universities of the educational management?

I think the current situation of the educational management in educational goals of colleges and universities of the educational management of culture inheritance in Nakhi People carrying out local art courses, setting up extracurricular interest groups, setting up workshops and bases. Ancient city established the ancient city of education Nakhi inheritance scheme

2. What about the current situation of the educational management in multiple education model of the educational management of culture inheritance in Nakhi People and how to promote the multiple education model of the educational management?

I think the current situation of the educational management in multiple education model of the educational management of culture inheritance in Nakhi People in the past, they adopted a "front shop and back yard" family workshop. Children helped their parents in their daily life, learned to complete it independently, and in this process, they learned the skills handed down from their parents.

2. What about the current situation of the educational management in funding guarantee mechanism of the educational management of culture inheritance in Nakhi People and how to promote the funding guarantee mechanism of the educational management?

I think the current situation of the educational management in funding guarantee mechanism of the educational management of culture inheritance in Nakhi People, the work of ethnic culture inheritance education in institutions of higher learning and communities does not include special subjects in the finance at all levels, but funds will be raised from different channels.

3. What about the current situation of the educational management in ethnic minority-Nakhi Culture Course of the educational management of culture inheritance in Nakhi People and how to promote the ethnic Minority-Nakhi Culture Course of the educational management?

I think the current situation of the educational management in ethnic minority-Nakhi Culture Course of the educational management of culture inheritance in Nakhi People in the preparation of the textbook, should pay attention to the teaching material should conform to the certain education rule, and to have the characteristics of national culture, so not only need professional participation, also need the participation of national educators, cooperation and sharing between colleges and universities, strengthen inter-school exchanges and cooperation.

4. What about the current situation of the educational management in faculty training of the educational management of culture inheritance in Nakhi People and how to promote the faculty training of the educational management?

I think the current situation of the educational management in faculty training of the educational management of culture inheritance in Nakhi People, The training of teachers in batches and stages, "successively held" quality education special training courses " attended by university principals, three training courses for art teachers, five training courses for Nakhi native tongue teachers, seven training courses for teachers of ethnic culture inheritance, and comprehensive training for the backbone teachers of the whole district.

### **Interviewee 3**

1. What about the current situation of the educational management in educational goals of colleges and universities of the educational management of culture inheritance in Nakhi People and how to promote the educational goals of colleges and universities of the educational management?

I think the current situation of the educational management in educational goals of colleges and universities of the educational management of culture inheritance in Nakhi People in order to ensure the opening of the courses, Lijiang city uses administrative means to offer local art courses according to about 15% of the total amount of art courses.

2. What about the current situation of the educational management in multiple education model of the educational management of culture inheritance in Nakhi People and how to promote the multiple education model of the educational management?

I think the current situation of the educational management in multiple education model of the educational management of culture inheritance in Nakhi People each nation has its own unique culture, including some customs, arts, festivals, etc.

3. What about the current situation of the educational management in funding guarantee mechanism of the educational management of culture inheritance in Nakhi People and how to promote the funding guarantee mechanism of the educational management?

I think the current situation of the educational management in funding guarantee mechanism of the educational management of culture inheritance in Nakhi People, from the beginning of funds shortage at the beginning, the government has allocated a special fund of 200,000 yuan every year, and Yulong City spends no less than 500,000 yuan for universities and communities.

What about the current situation of the educational management in ethnic minority-Nakhi Culture Course of the educational management of culture inheritance in Nakhi People and how to promote the ethnic Minority-Nakhi Culture Course of the educational management?

4. I think the current situation of the educational management in ethnic minority-Nakhi Culture Course of the educational management of culture inheritance in Nakhi People, due to the Lijiang area faculty is relatively weak, it is difficult to better the integration of national resources of school-based teaching materials, at the same time can use universities and research institutions and local national elite cooperation to carry out the research and development of national culture education, on the advantages of education and professional knowledge to help the development and implementation of school-based curriculum

5. What about the current situation of the educational management in faculty training of the educational management of culture inheritance in Nakhi People and how to promote the faculty training of the educational management?

I think the current situation of the educational management in faculty training of the educational management of culture inheritance in Nakhi People, In the training of Nakhi mother tongue teachers, the main training is pre-job training, with

Nakhi pinyin, Nakhi pictograph, Nakhi song and dance, etc. After observation, investigation and assessment, the stage teaching.

#### **Interviewee 4**

1. What about the current situation of the educational management in educational goals of colleges and universities of the educational management of culture inheritance in Nakhi People and how to promote the educational goals of colleges and universities of the educational management?

I think the current situation of the educational management in educational goals of colleges and universities of the educational management of culture inheritance in Nakhi People teaching materials are an important carrier of national culture education, and also the carrier of preserving national culture.

2. What about the current situation of the educational management in multiple education model of the educational management of culture inheritance in Nakhi People and how to promote the multiple education model of the educational management?

I think the current situation of the educational management in multiple education model of the educational management of culture inheritance in Nakhi People these unique traditional national cultures are mainly inherited through family education, and they also include some folk stories, language and food in family life. In the many festivals of the Nakhi people.

3. What about the current situation of the educational management in funding guarantee mechanism of the educational management of culture inheritance in Nakhi People and how to promote the funding guarantee mechanism of the educational management?

I think the current situation of the educational management in funding guarantee mechanism of the educational management of culture inheritance in Nakhi People, The "Children's Song Growing Up with Us" issued by Lijiang City in 2020 is also under the support of the Ethnic Minority Assistance Department of the International Agricultural Development Fund. Yulong city also makes use of the Ministry of Education, the Provincial Department of Education and the Ede Foundation for ethnic art inheritance and development projects to promote rural ethnic culture and other educational activities.



4. What about the current situation of the educational management in ethnic minority-Nakhi Culture Course of the educational management of culture inheritance in Nakhi People and how to promote the ethnic Minority-Nakhi Culture Course of the educational management?

I think the current situation of the educational management in ethnic minority-Nakhi Culture Course of the educational management of culture inheritance in Nakhi People, Nakhi culture has a rich content, and it is not simply a culture attached to art or objects. Moreover, the inheritance of Nakhi culture is not rigid or indoctrination, but needs to develop with the evolution of The Times.

5. What about the current situation of the educational management in faculty training of the educational management of culture inheritance in Nakhi People and how to promote the faculty training of the educational management?

I think the current situation of the educational management in faculty training of the educational management of culture inheritance in Nakhi People, By observing the open courses of Nakhi culture in universities in different regions, we can summarize the experience and summarize the teaching methods, so as to provide corresponding experience for Nakhi mother language education.

#### **Interviewee 5**

1. What about the current situation of the educational management in educational goals of colleges and universities of the educational management of culture inheritance in Nakhi People and how to promote the educational goals of colleges and universities of the educational management?

I think the current situation of the educational management in educational goals of colleges and universities of the educational management of culture inheritance in Nakhi People the compilation of teaching materials is very important. Therefore, on the premise of implementing the national curriculum, local textbooks and school-based textbooks should be compiled by using the excellent traditional Nakhi culture based on the local and university conditions.

2. What about the current situation of the educational management in multiple education model of the educational management of culture inheritance in

Nakhi People and how to promote the multiple education model of the educational management?

I think the current situation of the educational management in multiple education model of the educational management of culture inheritance in Nakhi People Nakhi culture needs to carry out the most primitive transmission through Nakhi language.

3. What about the current situation of the educational management in funding guarantee mechanism of the educational management of culture inheritance in Nakhi People and how to promote the funding guarantee mechanism of the educational management?

I think the current situation of the educational management in funding guarantee mechanism of the educational management of culture inheritance in Nakhi People ,the funds are mainly used for the expenses of professional teachers and management teachers, the production expenses of costumes and props, teaching and research expenses, students' outdoor activities, and the support of rural folk Dongba cultural inheritance activities.

4. What about the current situation of the educational management in ethnic minority-Nakhi Culture Course of the educational management of culture inheritance in Nakhi People and how to promote the ethnic Minority-Nakhi Culture Course of the educational management?

I think the current situation of the educational management in ethnic minority-Nakhi Culture Course of the educational management of culture inheritance in Nakhi People,colleges and universities need to choose excellent Nakhi culture with educational significance, beneficial to the development of teaching activities and can cultivate students' cross-cultural ability.

5. What about the current situation of the educational management in faculty training of the educational management of culture inheritance in Nakhi People and how to promote the faculty training of the educational management?

I think the current situation of the educational management in faculty training of the educational management of culture inheritance in Nakhi People,On the other hand, to the Nakhi of thick national art social foundation, to "love my nation", "love

my hometown", "praise Lijiang" as the main content, in Lijiang historic sites, landscape, celebrities, long history and culture, religious culture, mysterious, ethnic customs, folk art and colorful local characteristics for vivid teaching material, art teacher training work, improve their artistic and cultural quality, inspire teachers love Lijiang, love the love the feelings of national art culture, constantly improve the spirit of teachers work excellently, devoted to the cause of national culture education.

#### **Interviewee 6**

1. What about the current situation of the educational management in educational goals of colleges and universities of the educational management of culture inheritance in Nakhi People and how to promote the educational goals of colleges and universities of the educational management?

I think the current situation of the educational management in educational goals of colleges and universities of the educational management of culture inheritance in Nakhi People the team of cultural and education reform examines the inheritance and development of the cultural and artistic treasures of Lijiang in an all-round way, excavates, collects and arranges the ethnic folk art resources from the five aspects of Nakhi mother language, Dongba art, ethnic music, dance and art, and compiles local teaching materials for ethnic culture and education.

2. What about the current situation of the educational management in multiple education model of the educational management of culture inheritance in Nakhi People and how to promote the multiple education model of the educational management?

I think the current situation of the educational management in multiple education model of the educational management of culture inheritance in Nakhi People the Nakhi language is not only a tool to exchange thoughts and feelings, but also contains the national spirit and wisdom crystallization of the Nakhi people.

3. What about the current situation of the educational management in funding guarantee mechanism of the educational management of culture inheritance in Nakhi People and how to promote the funding guarantee mechanism of the educational management?

I think the current situation of the educational management in funding guarantee mechanism of the educational management of culture inheritance in Nakhi People, although the funds are raised from different channels, the funds for Nakhi cultural inheritance in colleges and universities are still insufficient, and more funds in Lijiang will be invested in the exploration and protection of ethnic culture. In addition, institutions of higher learning carry out ethnic culture inheritance and protection education activities in many aspects, including paying for teachers, activities, purchasing props and costumes, especially in ethnic art education, more art teaching equipment is needed.

4. What about the current situation of the educational management in ethnic minority-Nakhi Culture Course of the educational management of culture inheritance in Nakhi People and how to promote the ethnic Minority-Nakhi Culture Course of the educational management?

I think the current situation of the educational management in ethnic minority-Nakhi Culture Course of the educational management of culture inheritance in Nakhi People, the Nakhi culture advocating affinity, warmth, sincerity, tolerance, a better life and ideal, and the "rain" formed in the ancient city, to develop aggressive, tolerant and comity quality. In addition, the Nakhi people adhere to the attitude of respect and tolerance for the culture of various ethnic groups, and pay attention to their advanced aspects, which also promotes the cultivation of students' cross-cultural ability.

5. What about the current situation of the educational management in faculty training of the educational management of culture inheritance in Nakhi People and how to promote the faculty training of the educational management?

I think the current situation of the educational management in faculty training of the educational management of culture inheritance in Nakhi People, teachers are the main force of Nakhi cultural education, and is the key factor to ensure whether the national cultural inheritance is effective.

### Interviewee 7

1. What about the current situation of the educational management in educational goals of colleges and universities of the educational management of culture inheritance in Nakhi People and how to promote the educational goals of colleges and universities of the educational management?

I think the current situation of the educational management in educational goals of colleges and universities of the educational management of culture inheritance in Nakhi People for the purpose of culture, experts, scholars, teachers and relevant artists were invited to form the guiding ideology of the members of the textbook.

2. What about the current situation of the educational management in multiple education model of the educational management of culture inheritance in Nakhi People and how to promote the multiple education model of the educational management?

I think the current situation of the educational management in multiple education model of the educational management of culture inheritance in Nakhi People Dongba culture is a unique culture of the Nakhi people. It is called "Dongba culture" because of its content and it is related to the original religion of the Nakhi people. "Dongba" (meaning "wise man") is the inheritor of Nakhi Dongba culture. He is a collection of witches, medicine, art, and craftsman, while "father and son inheritance" is a mode of inheritance of Dongba culture.

3. What about the current situation of the educational management in funding guarantee mechanism of the educational management of culture inheritance in Nakhi People and how to promote the funding guarantee mechanism of the educational management?

I think the current situation of the educational management in funding guarantee mechanism of the educational management of culture inheritance in Nakhi People, However, many institutions of higher learning do not have the funds for the improvement of the relevant hardware facilities, and the special funds for ethnic culture and education can be said to be no at all.

4. What about the current situation of the educational management in

ethnic minority-Nakhi Culture Course of the educational management of culture inheritance in Nakhi People and how to promote the ethnic Minority-Nakhi Culture Course of the educational management?

I think the current situation of the educational management in ethnic minority-Nakhi Culture Course of the educational management of culture inheritance in Nakhi People, the national culture curriculum of institutions of higher learning also needs to be combined with the cultural background and life reality of ethnic minority students, strengthen the connection between curriculum and life and society, and link the culture of higher learning with community and family culture, so that students can more easily understand and accept it, and improve their interest in learning.

5. What about the current situation of the educational management in faculty training of the educational management of culture inheritance in Nakhi People and how to promote the faculty training of the educational management?

I think the current situation of the educational management in faculty training of the educational management of culture inheritance in Nakhi People, however, there is a lack of Lijiang ancient Town and Yulong County full-time teachers of Nakhi cultural education, especially some full-time teachers with the consciousness of national culture inheritance and understand Nakhi culture.

### **Interviewee 8**

1. What about the current situation of the educational management in educational goals of colleges and universities of the educational management of culture inheritance in Nakhi People and how to promote the educational goals of colleges and universities of the educational management?

I think the current situation of the educational management in educational goals of colleges and universities of the educational management of culture inheritance in Nakhi People within five years, through repeated trial, through the reform of three universities, passed the Yunnan University Textbook Examination and Approval Committee

2. What about the current situation of the educational management in

multiple education model of the educational management of culture inheritance in Nakhi People and how to promote the multiple education model of the educational management?

I think the current situation of the educational management in multiple education model of the educational management of culture inheritance in Nakhi People family education plays a key role in the inheritance of Nakhi culture. The inheritance of Nakhi culture needs the cooperation and support of family education. Family education and the inheritance of cultures of ethnic minorities are inseparable and complementary.

3. What about the current situation of the educational management in funding guarantee mechanism of the educational management of culture inheritance in Nakhi People and how to promote the funding guarantee mechanism of the educational management?

I think the current situation of the educational management in funding guarantee mechanism of the educational management of culture inheritance in Nakhi People, Although the ancient city district began to invest 200,000 yuan for the inheritance of ethnic culture in 2013, it is not specially allocated for the Nakhi cultural education in institutions of higher learning. Since 2013, the national policy of "two exemptions and one subsidy" has been fully implemented in Yulong County, and all textbook fees are exempted during compulsory education.

4. What about the current situation of the educational management in ethnic minority-Nakhi Culture Course of the educational management of culture inheritance in Nakhi People and how to promote the ethnic Minority-Nakhi Culture Course of the educational management?

I think the current situation of the educational management in ethnic minority-Nakhi Culture Course of the educational management of culture inheritance in Nakhi People if we simply to minority culture generation to generation, not in the environment for reasonable innovation and development, so the national culture is the spread of self circulation, the nation can not develop, so the Nakhi culture inheritance education in addition to its own continuous innovation, should also absorb the essence of other ethnic culture.

5. What about the current situation of the educational management in faculty training of the educational management of culture inheritance in Nakhi People and how to promote the faculty training of the educational management?

I think the current situation of the educational management in faculty training of the educational management of culture inheritance in Nakhi People, Yunnan university of finance and economics teachers is by professional teachers and class management teachers, although the teaching view the monk flower teacher, and four to the teacher as a member of class management teachers also learned the east culture, became the professional course teachers, but professional teachers is still mainly comes from the museum and culture department scholars, 08 professional teachers six two is the school full-time teachers, so there is a weak teachers.

#### **Interviewee 9**

1. What about the current situation of the educational management in educational goals of colleges and universities of the educational management of culture inheritance in Nakhi People and how to promote the educational goals of colleges and universities of the educational management?

I think the current situation of the educational management in educational goals of colleges and universities of the educational management of culture inheritance in Nakhi People Lijiang local art textbooks Art (1 to 7) and Music (1 to 9), which were put into use on August 26,2005.

2. What about the current situation of the educational management in multiple education model of the educational management of culture inheritance in Nakhi People and how to promote the multiple education model of the educational management?

I think the current situation of the educational management in multiple education model of the educational management of culture inheritance in Nakhi People In Tacheng and Ludian Township, apprentices were sent to Dongba homes to learn classics, but usually at night to help with farm work during the day. Another is through the establishment of relevant research offices and museums, and the establishment of learning schools to carry out the inheritance of Dongba culture, as



shown in Table2.1. By 2010, there have been 15 Dongba culture and folk learning centers, during which the school has carried out activities of heaven worship and cultural seminars.

3. What about the current situation of the educational management in funding guarantee mechanism of the educational management of culture inheritance in Nakhi People and how to promote the funding guarantee mechanism of the educational management?

I think the current situation of the educational management in funding guarantee mechanism of the educational management of culture inheritance in Nakhi People, they can only be used together. For national culture education, compared with the investment of hardware facilities, more urgent needs in the construction of software. Therefore, the investment of ethnic culture inheritance funds in the universities of Lijiang city is insufficient, the basic hardware facilities cannot be guaranteed, and the investment in related software is difficult to achieve.

4. What about the current situation of the educational management in ethnic minority-Nakhi Culture Course of the educational management of culture inheritance in Nakhi People and how to promote the ethnic Minority-Nakhi Culture Course of the educational management?

I think the current situation of the educational management in ethnic minority-Nakhi culture course of the educational management of culture inheritance in Nakhi People,not overemphasize the preservation of Nakhi culture. Such as east culture is attached to the east teach and inheritance, so the east culture into higher education should highlight cultural, dilute religious, based on the training of socialist successors, inheriting the excellent culture of the Chinese nation, make the east culture has time characteristics and era of art, make the unity of nature in the east culture is beneficial to help teenagers the formation of the harmonious development of man and nature ideology.

5. What about the current situation of the educational management in faculty training of the educational management of culture inheritance in Nakhi People and how to promote the faculty training of the educational management?

I think the current situation of the educational management in faculty training of the educational management of culture inheritance in Nakhi People, Nakhi culture serious lack of full-time teachers will hinder the effectiveness of national cultural heritage education, and ignore the teachers' national identity, national sense of belonging, the cultivation of national pride, teachers are not as much as possible understanding of Nakhi culture at the same time consciously protect and inheriting Nakhi culture consciousness, of course, also need to be the idea of teachers into specific cognition and behavior.

**Table 4.10** The guidelines of the educational management of culture inheritance in Nakhi People, Yun Nan Province

the guidelines of the educational management of culture inheritance	How to
Firmly implementing the educational goals of colleges and universities	<ol style="list-style-type: none"> <li>1. Clarify the goal of Nakhi culture in higher education</li> <li>2. cultivate students' cross-cultural ability and national identity</li> <li>3. Improving students 'imagination and cross-cultural ability.</li> <li>4. clarify the task of Nakhi culture in higher education</li> <li>5. convey the excellent culture of the mainstream nation.</li> <li>6. help the Nakhi students to integrate into the mainstream society, learn and acquire the corresponding knowledge, skills and behaviors</li> <li>7. cultivate people with national spirit and confidence</li> </ol>
Promoting the multiple education model	<ol style="list-style-type: none"> <li>1. Nakhi culture is inherited in various ways</li> <li>2. national culture starts from family education first</li> <li>3. family education focuses on the education of daily behavior</li> <li>4. the survival and reproduction of race has become its main purpose</li> <li>5. In the inheritance of national culture, community education has rich resources, flexible organizational forms</li> <li>6. establish a cooperation mechanism between institutions of higher learning, communities and families, and radiate the excellent Nakhi culture to families and communities based on institutions of higher learning</li> </ol>

Table 4.10 (Continued)

the guidelines of the educational management of culture inheritance	How to
<p><b>Enhancing funding guarantee mechanism</b></p>	<ol style="list-style-type: none"> <li>1. the local government should include the funds invested in the education of Nakhi culture in the local financial year budget</li> <li>2. from the education funds, intangible cultural heritage protection and other funds to arrange a certain proportion to the education of higher education</li> <li>3. increase the school education inheritance Nakhi culture special funds investment</li> <li>4. improve the teaching environment and promote the Nakhi culture course smoothly</li> <li>5. set up special fund to help improve the teaching facilities</li> <li>6. integration of education resources, solve the shortage of teachers</li> <li>7. promote the implementation of Nakhi culture education teacher training program</li> <li>8. institutions of higher learning are given to decide the use scope of funds</li> <li>9. education funds should be invested in multiple channels to form a funding channel with government departments as the main body and individuals, enterprises, foundations and institutions</li> <li>10. improve the supervision system of the funds for the inheritance of Nakhi culture in institutions of higher learning</li> <li>11. strictly supervise the education funds to ensure that the funds are used in a planned way according to the budget</li> </ol>
<p><b>Encouraging ethnic Minority-Nakhi Culture Course</b></p>	<ol style="list-style-type: none"> <li>1. combining with Nakhi excellent cultural resources, development of local and school-based curriculum to encourage students' all-round development</li> <li>2. excavate the potential of students</li> <li>3. improve education competitiveness</li> <li>4. encourage teachers, students and parents involved, community, family and college education better inheritance Nakhi culture, implementation, beauty and vision</li> </ol>

Table 4.10 (Continued)

the guidelines of the educational management of culture inheritance	How to
Supporting faculty training	<ol style="list-style-type: none"> <li>1. the teacher training plan of Nakhi cultural education should be formulated</li> <li>2. attention should be paid to the training of ethnic teachers</li> <li>3. an organize institutions of higher learning in the developed areas of the mainland to help train teachers in Lijiang area</li> <li>4. strengthen the ancient city and yulong institutions of higher learning and teachers communication, relative to the ancient city</li> <li>5. using the school district or community rich Nakhi cultural resources, to integrate the community of material resources, manpower, financial resources and other resources</li> <li>6. For the training of bilingual teachers, targeted training courses for bilingual teachers are carried out</li> <li>7. carry out the continuing education mode of active bilingual teachers combined with scientific research, teaching and training</li> <li>8. in addition to the multicultural concept, teachers also need to assess the teaching skills, knowledge of related subjects and language level</li> <li>9. In the training of bilingual teachers in Nakhi Chinese, relevant multicultural courses can be added</li> <li>10. pay attention to the assessment of teacher training, assess the learning results and actual teaching results of teachers</li> </ol>

According to table 4.10, the researcher provided the guidelines of the educational management of culture inheritance in Nakhi People in five aspects, which contain 39 measures. There are 7 measures for Firmly implementing the educational goals of colleges and universities, 6 measures for Promoting the multiple education model, 11 measures for enhancing funding guarantee mechanism, and 4 measures for encouraging ethnic Minority-Nakhi Culture Course, 11 measures for supporting faculty training.

**Part 4:** The analysis result about the evaluation of the adaptability and feasibility of the guideline for the educational management of culture inheritance in Nakhi People. Presented the data in the form of average value and standard deviation.

**Table 4.11** The average value and standard deviation of the evaluation of the adaptability and feasibility of guidelines the educational management of culture inheritance in five aspects

NO/ guidelines the educational management of culture inheritance the educational goals of colleges and universities	Adaptability			Feasibility		
	$\bar{X}$	S.D.	level	$\bar{X}$	S.D.	level
1. Clarify the goal of Nakhi culture in higher education	4.32	0.69	highest	4.25	0.72	highest
2. Cultivate students' cross-cultural ability and national identity	4.32	0.65	highest	4.36	0.76	highest
3. Improving students imagination and cross-cultural ability	4.30	0.71	highest	4.32	0.74	highest
4. clarify the task of Nakhi culture in higher education	4.20	0.72	highest	4.29	0.73	highest
5. convey the excellent culture of the mainstream nation.	4.45	0.78	highest	4.45	0.81	highest
6. help the Nakhi students to integrate into the mainstream society, learn and acquire the corresponding knowledge, skills and behaviors	4.40	0.81	highest	4.30	0.68	highest
7. cultivate people with national spirit and confidence	4.39	0.82	highest	4.48	0.77	highest
<b>Total</b>	<b>4.33</b>	<b>0.74</b>	<b>highest</b>	<b>4.35</b>	<b>0.74</b>	<b>highest</b>
<b>Promoting the multiple education model</b>						
1. Nakhi culture is inherited in various ways	4.27	0.60	highest	4.35	0.75	Highest

Table 4.11 (Continued)

NO/ guidelines the educational management of culture inheritance the educational goals of colleges and universities	Adaptability			Feasibility		
	$\bar{X}$	S.D.	level	$\bar{X}$	S.D.	level
2. national culture starts from family education first	4.29	0.59	highest	4.27	0.71	Highest
3.family education focuses on the education of daily behavior	4.15	0.55	highest	4.45	0.82	Highest
4.the survival and reproduction of race has become its main purpose	4.17	0.67	highest	4.39	0.83	highest
5 establish a cooperation mechanism between institutions of higher learning, communities and families, and radiate the excellent Nakhi culture to familiesand communities based on institutions of higher learning	4.38	0.81	highest	4.29	0.72	highest
<b>Total</b>	<b>4.28</b>	<b>0.64</b>	<b>highest</b>	<b>4.36</b>	<b>0.78</b>	<b>Highest</b>
<b>Enhancing funding guarantee mechanism</b>						
1. the local government should include the funds invested in the education of Nakhi culture in the local financial year budget	4.11	0.66	highest	4.22	0.71	Highest
2. from the education funds, intangible cultural heritage protection and other funds to arrange a certain proportion to the education of higher education	4.15	0.56	highest	0.56	0.72	highest
3. increase the school education inheritance Nakhi culture special funds investment	4.13	0.58	highest	4.27	0.73	highest

Table 4.11 (Continued)

NO/ guidelines the educational management of culture inheritance the educational goals of colleges and universities	Adaptability			Feasibility		
	$\bar{X}$	S.D.	level	$\bar{X}$	S.D.	level
4.improve the teaching environment and promote the Nakhi culture course smoothly	4.25	0.63	highest	4.35	0.70	highest
5.integration of education resources, solve the shortage of teachers	4.23	0.71	highest	4.40	0.80	highest
6. institutions of higher learning are given to decide the use scope of funds	4.35	0.81	highest	4.47	0.83	highest
7. promote the implementation of Nakhi culture education teacher training program	4.37	0.79	highest	4.49	0.82	Highest
8. institutions of higher learning are given to decide the use scope of funds	4.40	0.75	Highest	4.19	0.75	highest
9. education funds should be invested in multiple channels to form a funding channel with government departments as the main body and individuals, enterprises, foundations and institutions	4.49	0.82	Highest	4.25	0.73	highest
10. improve the supervision system of the funds for the inheritance of Nakhi culture in institutions of higher learning	4.39	0.83	Highest	4.27	1.77	highest
11. strictly supervise the education funds to ensure that the funds are used in a planned way according to the budget	4.25	0.69	Highest	4.30	0.76	highest

Table 4.11 (Continued)

NO/ guidelines the educational management of culture inheritance the educational goals of colleges and universities	Adaptability			Feasibility		
	$\bar{X}$	S.D.	level	$\bar{X}$	S.D.	level
<b>Total</b>	<b>4.28</b>	<b>0.71</b>	<b>highest</b>	<b>4.31</b>	<b>0.76</b>	<b>highest</b>
<b>Encouraging ethnic Minority-Nakhi Culture Course</b>						
1.combining with Nakhi excellent cultural resources, development of local and school-based curriculum to encourage students' all-round development	4.25	0.71	highest	4.40	0.75	highest
2.excavate the potential of students	4.27	0.72	highest	4.35	0.73	highest
3.improve education competitiveness	4.28	0.69	highest	4.32	0.69	highest
4.encourage teachers, students and parents involved, community, family and college education better inheritance Nakhi culture,	4.35	0.80	highest	4.42	0.68	highest
5. implementation, beauty and vision						
<b>Total</b>	<b>4.29</b>	<b>0.73</b>	<b>highest</b>	<b>4.37</b>	<b>0.71</b>	<b>highest</b>
<b>Supporting faculty training</b>						
1 the teacher training plan of Nakhi cultural education should be formulated	4.19	0.65	highest	4.23	0.65	highest
2. attention should be paid to the training of ethnic teachers	4.21	0.75	highest	4.32	0.69	highest
3. an organize institutions of higher learning in the developed areas of the mainland to help train teachers in Lijiang area	4.25	0.81	highest	4.40	0.68	highest



Table 4.11 (Continued)

NO/ guidelines the educational management of culture inheritance the educational goals of colleges and universities	Adaptability			Feasibility		
	$\bar{X}$	S.D.	level	$\bar{X}$	S.D.	level
4. strengthen the ancient city and yulong institutions of higher learning and teachers communication, relative to the ancient city	4.35	0.79	highest	4.41	0.71	highest
5. using the school district or community rich Nakhi cultural resources, to integrate the community of material resources, manpower, financial resources and other resources	4.32	0.74	highest	4.43	0.75	highest
6. For the training of bilingual teachers, targeted training courses for bilingual teachers are carried out	4.39	0.73	highest	4.46	0.73	highest
7. carry out the continuing education mode of active bilingual teachers combined with scientific research, teaching and training	4.41	0.71	highest	4.35	0.72	highest
8. in addition to the multicultural concept, teachers also need to assess the teaching skills, knowledge of related subjects and language level	4.50	0.79	highest	4.37	0.80	highest
9. In the training of bilingual teachers in Nakhi Chinese, relevant multicultural.	4.11	0.78	highest	4.40	0.81	highest

Table 4.11 (Continued)

NO/ guidelines the educational management of culture inheritance the educational goals of colleges and universities	Adaptability			Feasibility		
	$\bar{X}$	S.D.	level	$\bar{X}$	S.D.	level
10. pay attention to the assessment of teacher training, assess the learning results and actual teaching results of teachers	4.19	0.80	highest	4.45	0.79	highest
11. establish a qualified team of teachers with Nakhi culture inheritance	4.25	0.81	highest	4.48	1.72	highest
<b>Total</b>	<b>4.29</b>	<b>0.76</b>	<b>highest</b>	<b>4.39</b>	<b>1.73</b>	<b>highest</b>

According to table 4.11, the adaptability and feasibility of guidelines the educational management of culture inheritance in five aspects were at highest level with the values between 4.00 and 5.00, which means the guidelines the educational management of culture inheritance are adaptability and feasibility.

Summary: Part 1: The analysis result about determining the variables of the educational management of culture inheritance in Nakhi People. This part mainly discusses the basis of objective1.

Part 2: The analysis result about personal information of respondents, classified by gender and education background. Presented the data in the form of frequency and percentage and the current situation of the educational management of culture inheritance in Nakhi People. Presented the data in the form of average value and standard deviation. This part mainly discusses of objective1.

Part 3: The analysis result about the interview contents about the guideline for the educational management of culture inheritance in Nakhi People. This part mainly discusses of objective2.

Part 4: The analysis result about the evaluation of the adaptability and feasibility of the guideline for the educational management of culture inheritance in Nakhi People the educational management of culture inheritance in Nakhi People. Presented the data in the form of average value and standard deviation. This part mainly discusses of objective3.

## Chapter 5

### Conclusion Discussion and Recommendations

The research in the guidelines of the educational management of culture inheritance in Nakhi People, Yun Nan Province. The objectives of this research were 1. To explore the components of the educational management of culture inheritance in Nakhi People. 2. To develop managerial guidelines to the educational management of culture inheritance in Nakhi People. 3. To evaluate the adaptability and feasibility of the managerial guidelines to the educational management of culture inheritance in Nakhi People were including 5 following aspects: 1) Educational goals of colleges and universities 2) Multiple education model 3) Funding guarantee mechanism 4) Ethnic Minority-Nakhi Culture Course 5) faculty training. The sample group in this research were instructors and administrators in 10 colleges and universities. The Interview group was 9 experts. The research instruments were documents analysis, questionnaire, and structured interview. The statistic to analyze the data were percentage, average value, and standard deviation. The conclusion, discussion and recommendations of this research are as follows:

#### **Conclusion**

The research in the guidelines of the educational management of culture inheritance in Nakhi People. The researcher summarizes the conclusion into 3 parts, details as follows:

Part 1: the current situation of the educational management of culture inheritance in Nakhi People.

Part 2: the guidelines for the educational management of culture inheritance in Nakhi People.

Part 3: the adaptability and feasibility of guidelines for the educational management of culture inheritance in Nakhi People.

**Part 1:** the current situation of the current situation of the educational management of culture inheritance in Nakhi People.

The current situation of the educational management of culture inheritance in Nakhi People in five aspects was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow:

The highest level was funding guarantee mechanism, followed by faculty training, and Multiple education model was the lowest level.

The current situation of the current situation of the educational management of culture inheritance in Nakhi People in educational goals of colleges and universities was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was The authority of textbook compilation in educational management, followed by The integrity of textbook compilation in educational management, and The breadth of the scope of textbooks in Nakhi culture was the lowest level. Clarify the goal of Nakhi culture in higher education, construct the educational curriculum system of ethnic minority culture content, make students understand the Nakhi culture, cultivate students' cross-cultural ability and national identity, and have the innovative consciousness and reflection ability of the national culture. Through the inheritance and education of Nakhi culture, students' imagination and cross-cultural ability can be improved, and finally achieve students' all-round development. To clarify the task of Nakhi culture in higher education, according to the theory of multicultural integration, institutions of higher learning should not only convey the excellent culture of the mainstream nation, but also transfer the excellent culture of Nakhi nationality. Colleges and universities should help the Nakhi students to integrate into the mainstream society, learn and acquire the corresponding knowledge, skills and behaviors, so as to improve the quality of education in Lijiang area, so as to narrow the gap with the developed areas. In addition, it is also necessary to maintain the excellent cultural tradition of the nation, but not simply to preserve it, but to advocate further development, and to cultivate people with national spirit and confidence. And the two are indispensable.

The current situation of the educational management of culture inheritance in Nakhi People in multiple education model was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was the importance of educational management to Nakhi culture inheritance, followed by The outstanding importance of community education in inheriting the Nakhi ethnic culture, and ethics and ethics and conduct educational management was the lowest level. Nakhi culture and education are mutually reinforcing and dependent. Nakhi culture can be inherited through the form of education, among which Nakhi culture is inherited in various ways, such as school, family and community education. In addition, national culture starts from family education first, but family education focuses on the education of daily behavior, and the survival and reproduction of race has become its main purpose. In the inheritance of national culture, community education has rich resources, flexible organizational forms, and has incomparable advantages over other educational methods. Higher education is a place with professional teachers, complete teaching facilities, and using professional teaching knowledge and rich teaching experience, the excellent Nakhi culture teaching process in a planned and purposeful way. Although family, school and community education have their own advantages and limitations, they are still an important way to inherit national culture. Therefore, we should establish a cooperation mechanism between institutions of higher learning, communities and families, and radiate the excellent Nakhi culture to families and communities based on institutions of higher learning.

The current situation of the educational management of culture inheritance in Nakhi People in Funding guarantee mechanism was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was the role of educational funds in education management, followed by the investment of educational funds in the Nakhi cultural inheritance, and Improvement of the funding guarantee mechanism in the education system. To improve the funding guarantee mechanism, we must do the following points:

First of all, the local government should include the funds invested in the education of Nakhi culture in the local financial year budget. Or from the education funds, intangible cultural heritage protection and other funds to arrange a certain proportion to the education of higher education.

Second, can choose according to the universities investment mode, or increase the school education inheritance Nakhi culture special funds investment, do so to improve the teaching environment and promote the Nakhi culture course smoothly, set up special fund to help improve the teaching facilities, integration of education resources, solve the shortage of teachers, help promote the implementation of Nakhi culture education teacher training program, expand the use of freedom. At the same time, on the premise of ensuring that special funds are used for Nakhi culture education, institutions of higher learning are given to decide the use scope of funds.

Finally, education funds should be invested in multiple channels to form a funding channel with government departments as the main body and individuals, enterprises, foundations and institutions. In addition, we should improve the supervision system of the funds for the inheritance of Nakhi culture in institutions of higher learning, and strictly supervise the education funds to ensure that the funds are used in a planned way according to the budget.

The current situation of the educational management of culture inheritance in Nakhi People in ethnic Minority-Nakhi culture course was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was Use of Nakhi cultural resources in educational management, followed by Integration of Nakhi culture and modern education, and Innovation of ethnic minority culture in educational management was the lowest level. It can be combined with the characteristics of Nakhi culture and modern education, actively carry out research, find both out, does not affect the development of modern education, and even conducive to the development of modern education, combining with Nakhi excellent cultural resources, development of local and school-based curriculum to encourage students' all-round development, excavate the potential of students, improve education competitiveness, encourage

teachers, students and parents involved, community, family and college education better inheritance Nakhi culture, implementation, beauty and vision.

The current situation of the educational management of culture inheritance in Nakhi People in faculty training was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was The importance of education management to teachers, followed by The effectiveness of teachers in inheriting the Nakhi culture, and Innovation in the system of teacher training was the lowest level. Nakhi teachers have innate advantages in the Nakhi cultural education, and teachers are the main body of school-based curriculum development. Therefore, the training of ethnic teachers is the key. The teacher training plan of Nakhi cultural education should be formulated, and both attention should be paid to the training of ethnic teachers. First of all, a teacher should have the theoretical knowledge of professional education, and can organize institutions of higher learning in the developed areas of the mainland to help train teachers in Lijiang area. Again, should strengthen the ancient city and yulong institutions of higher learning and teachers communication, relative to the ancient city, yulong county has a more complete and rich Nakhi culture background and more professional teachers, field investigation, school district or community training, using the school district or community rich Nakhi cultural resources, to integrate the community of material resources, manpower, financial resources and other resources. For example, teachers with the characteristics of Dongba culture can be sent to Dongba Cultural Training Institute for training or organized lectures on Nakhi culture. For the training of bilingual teachers, targeted training courses for bilingual teachers are carried out. It can also carry out the continuing education mode of active bilingual teachers combined with scientific research, teaching and training, so as to promote the teaching ability of bilingual teachers. In the United States, if you want to obtain the qualification certification of bilingual education, the first step is to assess the teachers' multicultural concept, which is a necessary requirement for a bilingual teacher. Of course, in addition to the multicultural concept, teachers also need to assess the teaching skills, knowledge of related subjects and language level. In the training of bilingual teachers in Nakhi Chinese, relevant multicultural courses

can be added, so that they can have an understanding and tolerant attitude towards other ethnic cultures, and learn to appreciate the excellent cultures of other ethnic groups. Finally, we should pay attention to the assessment of teacher training, assess the learning results and actual teaching results of teachers, and establish a qualified team of teachers with Nakhi culture inheritance.

**Part 2:** the guideline for the educational management of culture inheritance in Nakhi People

The guidelines of the educational management of culture inheritance in Nakhi People in five aspects, which contain 39 measures. There are 7 measures for Firmly implementing the educational goals of colleges and universities, 6 measures for Promoting the multiple education model, 11 measures for enhancing funding guarantee mechanism, and 4 measures for encouraging ethnic Minority-Nakhi Culture Course, 11 measures for supporting faculty training.

Firmly implementing the educational goals of colleges and universities consisted of 7 measures:

1. Clarify the goal of Nakhi culture in higher education
2. Cultivate students' cross-cultural ability and national identity
3. Improving students' imagination and cross-cultural ability.
4. Clarify the task of Nakhi culture in higher education
5. Convey the excellent culture of the mainstream nation.
6. Help the Nakhi students to integrate into the mainstream society, learn and acquire the corresponding knowledge, skills and behaviors

7. Cultivate people with national spirit and confidence Promoting the multiple education model consisted of 6 measures:

1. Nakhi culture is inherited in various ways
2. National culture starts from family education first
3. Family education focuses on the education of daily behavior
4. The survival and reproduction of race has become its main purpose
5. In the inheritance of national culture, community education has rich resources, flexible organizational forms
6. Establish a cooperation mechanism between institutions of higher learning,



communities and families, and radiate the excellent Nakhi culture to families and communities based on institutions of higher learning

Enhancing funding guarantee mechanism consisted of 11 measures:

1. The local government should include the funds invested in the education of Nakhi culture in the local financial year budget
2. From the education funds, intangible cultural heritage protection and other funds to arrange a certain proportion to the education of higher education
3. Increase the school education inheritance Nakhi culture special funds investment
4. Improve the teaching environment and promote the Nakhi culture course smoothly
5. Set up special fund to help improve the teaching facilities
6. Integration of education resources, solve the shortage of teachers
7. Promote the implementation of Nakhi culture education teacher training program
8. Institutions of higher learning are given to decide the use scope of funds
9. education funds should be invested in multiple channels to form a funding Channel with government departments as the main body and individuals, enterprises, foundations and institutions
10. Improve the supervision system of the funds for the inheritance of Nakhi culture in institutions of higher learning
11. Strictly supervise the education funds to ensure that the funds are used in a planned way according to the budget

Encouraging ethnic Minority-Nakhi Culture Course consisted of 4 measures:

1. Combining with Nakhi excellent cultural resources, development of local and school-based curriculum to encourage students' all-round development
2. Excavate the potential of students
3. Improve education competitiveness
4. Encourage teachers, students and parents involved, community, family and college education better inheritance Nakhi culture, implementation, beauty and vision supporting faculty training consisted of 11 measures:

1. The teacher training plan of Nakhi cultural education should be formulated
2. Attention should be paid to the training of ethnic teachers
3. An organize institutions of higher learning in the developed areas of the mainland to help train teachers in Lijiang area
4. Strengthen the ancient city and yulong institutions of higher learning and teachers communication, relative to the ancient city
5. Using the school district or community rich Nakhi cultural resources, to integrate the community of material resources, manpower, financial resources and other resources
6. For the training of bilingual teachers, targeted training courses for bilingual teachers are carried out
7. Carry out the continuing education mode of active bilingual teachers combined with scientific research, teaching and training
8. In addition to the multicultural concept, teachers also need to assess the teaching skills, knowledge of related subjects and language level
9. In the training of bilingual teachers in Nakhi Chinese, relevant multicultural courses can be added
10. Pay attention to the assessment of teacher training, assess the learning results and actual teaching results of teachers
11. Establish a qualified team of teachers with Nakhi culture inheritance

**Part 3:** the adaptability and feasibility of guidelines the educational management of culture inheritance in Nakhi People

The adaptability and feasibility of guidelines the educational management of culture inheritance in five aspects were at highest level with the values between 4.00 and 5.00, which means the guidelines the educational management of culture inheritance are adaptability and feasibility.

## Discussion

The research in the guideline for the educational management of culture inheritance in Nakhi People. The researcher summarizes the discussion into 3 parts, details as follows:

Part 1: the current situation of the educational management of culture inheritance in Nakhi People.

Part 2: the guidelines for the educational management of culture inheritance in Nakhi People.

Part 3: the adaptability and feasibility of guidelines for the educational management of culture inheritance in Nakhi People.

**Part 1:** the current situation of the educational management of culture inheritance in Nakhi People.

The current situation of the educational management of culture inheritance in five aspects was at high level.

Considering the results of this research aspects ranged from the highest to lowest level were as follow:

The highest level was funding guarantee mechanism, followed by faculty training, and Multiple education model was the lowest level. The related to the research of Huang Zhong (2020, p.96) :

Educational goals of colleges and universities was at high level. This is because to clarify the task of Nakhi culture in higher education, according to the theory of multicultural integration, institutions of higher learning should not only convey the excellent culture of the mainstream nation, but also transfer the excellent culture of Nakhi nationality, related to Zhang Jia's concept (Zhang Jia. 2017, p.180). Ancient city established the ancient city of education Nakhi inheritance scheme, the Lijiang universities art education teaching content and scientific research plan, which set the specific cultural education content and research objectives, the ancient city of higher education national culture courses in music, art, xi mother language, dongba culture, Nakhi nursery rhymes is given priority to. In order to ensure the opening of the courses, Lijiang city uses administrative means to offer local art courses according to about 15% of the total amount of art courses, related to He's concept (2023. p.223-225). Lijiang launched a local influential national composers, national musicians, national artists, folk artists, national craft producers, east, scholars, religious people, researchers, cultural art workers, involving the Yunnan academy of social sciences institute, Lijiang national culture institute, Lijiang, Lijiang

dongba institute, dayan ancient music such as more than ten units, formed a strong inheritance of national art culture, promote the nation. The team of cultural and education reform examines the inheritance and development of the cultural and artistic treasures of Lijiang in an all-round way, excavates, collects and arranges the ethnic folk art resources from the five aspects of Nakhi mother language, Dongba art, ethnic music, dance and art, and compiles local teaching materials for ethnic culture and education. And in November 2000, established the national art education teaching course as the guidance, based on the colorful national culture, to inherit the nation. For the purpose of culture, experts, scholars, teachers and relevant artists were invited to form the guiding ideology of the members of the textbook. Within five years, through repeated trial, through the reform of three universities, passed the Yunnan University Textbook Examination and Approval Committee, and published Lijiang local art textbooks Art (1 to 7) and Music (1 to 9), which were put into use on August 26, 2005, related to Huang's concept. (2022. p.330-338). under the multicultural perspective, comprehensive analysis orqen autonomous banner public environment, the study of the present situation of the national education management goal, and put forward for orqen autonomous banner nationaleducation career management to find appropriate management mode: the introduction of innovative education management idea, establish funding guarantee system, planning bilingual teaching curriculum, improve the legal guarantee mechanism, related to TemuqTu's concept. (2021)

Multiple education model was at high level. This is because in the inheritance of national culture, community education has rich resources, flexible organizational forms, and has incomparable advantages over other educational methods. Higher education is a place with professional teachers, complete teaching facilities, and using professional teaching knowledge and rich teaching experience, the excellent Nakhi culture teaching process in a planned and purposeful way, related to Zhang Yan's concept (2023, p.254). Only by meeting the basic material conditions needed can a nation continue to survive, especially for the ethnic minorities with relatively backward economy and low production capacity. Parents of different ethnic groups teach their children different productive labor skills by words and deeds. Nakhi

people are good at making some leather products and copper ware. In the past, they adopted a "front shop and back yard" family workshop. Children helped their parents in their daily life, learned to complete it independently, and in this process, they learned the skills handed down from their parents, related to Huang's concept. (Huang. 2023. p.331-334). Each nation has its own unique culture, including some customs, arts, festivals, etc. These unique traditional national cultures are mainly inherited through family education, and they also include some folk stories, language and food in family life. In the many festivals of the Nakhi people, such as the Spring Festival, the help party, three festivals and the Torch Festival, although the Spring Festival, the torch Festival of many ethnic groups are celebrating, but there are still unique customs. For the new generation of the Nakhi people, it is the basis of reshaping the national belief. Therefore, a good family Nakhi language education is very important. In the ancient city district of Lijiang City and Yulong Nakhi Autonomous County, the mother tongue education status of Nakhi families is different. Because each township of Yulong Nakhi Autonomous County is far away from the city and has a better language environment, its daily language is still the Nakhi language, related to Jin's concept (Jin. 2022. p.440-445). Deprived of the children use tongue, think learning Chinese is the priority, Nakhi culture in which also seems insignificant, and in the rural parents need migrant workers, is no time and energy to children family education, so that the children lack of national pride and sense of belonging. Of course, the level of family education is limited, parents will give the right to educate their children to higher education. However, family education is always an "auxiliary" education, and the government does not have the corresponding supervision system and guarantee for it, and public organizations have no right to restrain, require and regulate family education. Family education can be used as a foundation and supplement of higher school education, and the inheritance education of Nakhi culture cannot be better carried out entirely by relying on family education, related to Banks's concept, (2019. p.22-26). In 2014, the Education Bureau of Gucheng District launched a large-scale commemorative activity with the theme of "Inheriting the Blood of Chinese culture and guarding the National spiritual Home".

The activity was carried out in the ethnic language, mainly in Nakhi language. A total of 18 teams from universities in the Gucheng district participated. International Day is set on February 21 to promote linguistic and cultural diversity, as well as multilingualism." International Mother Language Day 2015 Theme: Inclusive Education with language as the means and content-Language is crucial. 2. As a unique culture of the Nakhi people, religious belief education has another form besides family education-father-son inheritance,-teacher-apprentice transmission. In Tacheng and Ludian Township, apprentices were sent to Dongba homes to learn classics, but usually at night to help with farm work during the day. Another is through the establishment of relevant research offices and museums, and the establishment of learning schools to carry out the inheritance of Dongba culture, as shown in Table 2.1. By 2010, there have been 15 Dongba culture and folk learning centers, during which the school has carried out activities of heaven worship and cultural seminars, related to Ford's concept (2019. p.237-239). In community education, science and technology, law, morality, etc. They not only facilitate the learning and education of Nakhi culture, but also improve the quality of the quality of life, thus realize the harmony and promote the development of social economy Harmonious development of the Nakhi region. In addition, the community also has a good atmosphere for mother tongue learning. Language is used for communication. Children can improve their interest in the community and master their mother tongue skillfully. In the good atmosphere of the community, children can learn Nakhi culture imperceptibly. Community education resources are a good supplement to the inheritance of Nakhi culture in higher education. Community education can rely on the intellectual support and radiation of higher education, and the establishment of community learning centers in universities to carry out the inheritance education of Nakhi culture. Although community education is spontaneity and universal, it also needs to be promoted together through the government and grass-roots organizations,related to James's concept. (2020.780-783). Yuhui College offers the art teaching course of Dongba painting learning, and offers the teaching class of Baisha Xile. Since 2012, the Education Bureau of Yulong County has organized excellent folk art programs and painting and calligraphy works to various universities, mainly for

folk art performances, inviting artists to teach Nakhi folk songs, Dongba painting writing techniques, and ethnic display boards. At the beginning of the same year, Yulong County Cultural Center and County Yulong Middle School jointly set up a Children's Dance Art Troupe, which teaches the most basic dance knowledge and skills while choreographed dance programs with Nakhi characteristics. It also held three string training courses in universities. By the end of 2014, 50 students had mastered three string skills, related to James's concept. (2022. p.550-553) As a unique culture of Nakhi culture, the education and inheritance of Dongba culture in colleges and universities is mainly through the opening of Dongba culture inheritance classes and inheritance bases in colleges and universities. On May 20, 2007, The Village was officially named as "Dongba Ecological Culture Protection Village" by the Lijiang Municipal Cultural Bureau. Yunnan Minzu University has been awarded the "Dongba Cultural Inheritance Base". Yuxi College has been awarded the "Leba Dance Inheritance Base" by China Lijiang Leba Dance Inheritance Association. In September 2008, with the full support of Lijiang National Culture Research Association, the national culture is relatively strong. Dali University has established the Dongba Cultural School of Higher Education. related to Kincheloe & Steinberg's concept. (2021. 880-882). To realize the inheritance of minority culture, the following attempts should be made in the national education system: to provide legal guarantee for the education of minority culture and institutionalize its inclusion into the education system; to conduct different forms of minority cultural inheritance education in different regions and different levels, of course, to conduct flexible forms of education and publicity for ordinary people, and to learn the knowledge of minority areas to become the advocate of the inheritance of ethnic culture. related to Chen's concept (2015). Guizhou teachers' attitude towards multicultural education is positive concept, but has not been transformed into a kind of behavior and understanding. Therefore, ethnic education requires teachers to form the concept and ability of multicultural education, as well as professional quality, and does not go deep into the cultural connotation in teacher training. related to Li&Zhang's concept (2019).The idea of multicultural teachers has a profound influence on multicultural education, and analyzes the cultivation of

multicultural idea of American teachers, including multicultural courses in normal education teaching, and strictly check the qualification of bilingual teachers, and the idea throughout the training. Shen Xiaobei, Huang Yuheng (2011) when it comes to multicultural education requires teachers have multicultural knowledge and ability, the core is the formation of cultural consciousness, and multicultural education is also need to choose to culture, it requires education administrators and teachers think together and choose different cultural forms should be in which different forms of education. related to Li&Zhang's concept (2014). With multicultural education theory, "the pluralistic integration pattern of the Chinese nation" thought and "multiple integration education" theory, pragmatic education theory as the research basis, using the literature method, questionnaire survey, interview, statistical analysis, in Jilin province Korean areas and scattered areas of Korean junior high school as the investigation object, introduces the Korean traditional culture and traditional culture inheritance value, analyzes the Korean traditional culture in the status quo in higher education, problems and advice. multicultural education in Taiwan has the following enlightenment: strengthening the concept of multicultural education and expanding the theme of multicultural education; adhere to "unity and diversity" and pay attention to native education; focus on the training of teachers in multicultural education, and carry out corresponding curriculum reform; focus on the interaction between universities and the community and maintain diversity. Related to Chen's concept (2018). Higher education bears the unshirkable responsibility for the inheritance of national culture, but it can not be limited to the inheritance of higher education, and needs to drive the community and families through institutions of higher learning. Related to Zhou&Wang's concept. (2019).Through the investigation of the inheritance of Honghe Prefecture colleges and universities in the achievements, existing problems and difficulties, and put forward the cultivation of "cultural consciousness", minority culture innovation, implement diversified education channels, all-round education inheritance ideas. Related to Prichun & Li's concept. (2021). From the perspective of education, this paper analyzes the current situation of ethnic culture inheritance in Xinjiang Uygur Autonomous Region, puts forward suggestions for the development of ethnic culture



courses, establishing "diversified" evaluation criteria, and correctly understanding the important role of bilingual education. Wang jing (2009) mentioned bilingual education to promote language diversity, inheriting national culture and protection of national language is of great significance, at the same time can improve students 'interest in learning, strengthen the students' national identity and the frequency of using national language, but bilingual education is not all minority universities need to develop, should be to the local to carry out the necessity and feasibility of bilingual education. Related to Liu, Zeng&Ai's concept. (2022). Put forward the Heilongjiang national culture education has the following problems: self-consciousness is not high, in the aspects of education funds policy implementation does not reach the designated position, lack of full-time teachers, lack of corresponding training, the lack of institutional guarantee for course arrangement, finally cause national curriculum single no coherence, so put forward the corresponding system guarantee, national culture curriculum development, national language inheritance countermeasures. Related to Chen, Liu&Zhang's concept (2014). From the perspective of educational anthropology, the educational inheritance of the Miao culture in western Hunan is investigated, including school, family and community education. Related to Qin's concept. (2018). Under the background of globalization and integration, due to the change of family structure and livelihood mode, the influence of external culture and other phenomena, there are difficulties in the cultural inheritance of ethnic minorities in China. Therefore, community education can play a due role, and community education can be used to promote the development of traditional culture. First, strengthen the connection between institutions of higher learning and the community in national culture, make full use of community resources, and realize the diversification of governance subjects of community education, so that ordinary people can participate in the governance of community education. Related to Su's concept.(2021)Minority cultural heritage from spontaneous to consciously, should be to the appropriate traditional cultureinheritance of modern community education development, and put forward the basic strategy: strengthen the government leadership of community education function, integration of community education resources, improve the

mechanism of community education, optimize the community education work team, establish local laws and regulations guarantee mechanism. Related to Chen's concept. (2023). From the content, function, organizational form and means of education in minority areas to explain its characteristics, so the minority community education has certain advantages in the inheritance of national culture, it is closely related to the life world, is the spontaneous participation of the whole people, and put forward the development ideas. Related to Cheng&Ye's concept. (2019). the intangible cultural heritage of the minority is essentially related to community education, and the traditional education mode can no longer meet the demand, higher education is still based on the inheritance of mainstream culture; the author should propose a correct understanding of the role of community education in this respect, build modern minority community inheritance sites, modern education of religious leaders, and promote ethnic local cadres to become managers. Related to Cheng&Ye's concept. (2014). Family education is of great significance in the cultural inheritance of ethnic minorities, because it is because the relationship between the two is the part and the whole, and family education affects the growth of individuals. Religious belief, production skills and moral education are the main contents of ethnic minority family education, and their practicality and national character are the main characteristics. Related to Fan's concept. (2019). Mentioned in the family education to achieve the inheritance of ethnic minority culture put forward suggestions and measures: to provide a good family atmosphere, improve to a certain extent, parents' own cultural level, strengthen moral education for children and consciously teach ethnic traditional culture, and cooperate with the teaching activities of higher education .Related to Luo's concept. (2021).

Funding guarantee mechanism was at high level. This is because education funds should be invested in multiple channels to form a funding channel with government departments as the main body and individuals, enterprises, foundations and institutions. In addition, we should improve the supervision system of the funds for the inheritance of Naxi culture in institutions of higher learning, and strictly supervise the education funds to ensure that the funds are used in a planned way

according to the budget, related to the concept of Wei Wang (2019, p.390). In terms of funds for the inheritance of Nakhi culture, the municipal, county (district) levels have corresponding funds, which are mainly used for the protection and excavation of Nakhi culture. There are also special institutions engaged in this work in Lijiang city, such as municipal Dongba Culture Museum, municipal Cultural Center. However, the work of ethnic culture inheritance education in institutions of higher learning and communities does not include special subjects in the finance at all levels, but funds will be raised from different channels. For example, the funds for ethnic culture and education in Gucheng District and Yulong County are mainly government appropriations, foundations, special funds or project funds. From the beginning of funds shortage at the beginning, the government has allocated a special fund of 200,000 yuan every year, and Yulong City spends no less than 500,000 yuan for universities and communities. However, the 200,000 yuan in the ancient city is not arranged for the education in colleges and universities, related to the concept of Whitehead. (2021. p.990-992). many institutions of higher learning do not have the funds for the improvement of the relevant hardware facilities, and the special funds for ethnic culture and education can be said to be no at all. Although the ancient city district began to invest 200,000 yuan for the inheritance of ethnic culture in 2013, it is not specially allocated for the Nakhi cultural education in institutions of higher learning. Since 2013, the national policy of "two exemptions and one subsidy" has been fully implemented in Yulong County, and all textbook fees are exempted during compulsory education, but art textbooks are not included in the national free textbooks, and 160,000 yuan was nowhere to pay. Due to the shortage of funds, the Dongba Cultural Inheritance Class of Yuxi Normal University also uses costumes and props made 110 years ago. Nowadays, the props are seriously aging, and they can only be used together. For national culture education, compared with the investment of hardware facilities, more urgent needs in the construction of software. Therefore, the investment of ethnic culture inheritance funds in the universities of Lijiang city is insufficient, the basic hardware facilities cannot be guaranteed, and the investment in related software is difficult to achieve, related to the concept of Wang (2020, p.220-224). At present, the

country in the scientific research project spending subjects, budget quota has not developed a scientific system budget quota standard, scientific research personnel is not financial personnel, budget concept, only the scientific research budget as one of the link for scientific research funds, the preliminary feasibility survey is not in place, not enough research and scientific measurement, prepare the budget is not accurate, budget, with past experience and estimate fill in the budget data, lack of forward-looking, rationality and normative requirements, related to the concept of Butt, Karen, Pahnos&Markella (2022). Teaching funds and scientific research funds come from different funding channels. When used, they should be included in their respective costs according to the regulations, but in practice, it is usually difficult to strictly calculate the costs of both. Most of the scientific researchers in colleges and universities are teaching and scientific research, which is closely related to teaching work, experimental teaching materials are often used for scientific research projects, such as teaching, fixed assets for scientific research, water and electricity for scientific research costs, but all included in the excessive proportion of allowances and remuneration; in the reimbursement of expenses, the detailed items listed in the invoice are inconsistent with the actual expenditure; In terms of labor expenses, it is difficult to calculate the cost accounting of the project to realize the principle of seeking truth from facts. The cost of scientific research projects in universities is only partially compensated from the scientific research funds, and the cost of scientific research seriously occupies and misappropriated the educational funds of schools., related to the concept of Mueller&Jennifer. (2018). In colleges and universities, the management and supervision mechanism of scientific research funds is not perfect, the special audit work of scientific research funds is a mere formality, the expenditure is unreasonable, and even illegal account adjustment. In order to avoid paying management fees, they will neglect the management of the surplus funds. Therefore, there is a problem of poor effectiveness of the management of scientific research funds in universities, and exploring the ways and methods of the management of scientific research funds has become the key to improve the level of scientific research and ensure the quality of scientific research results. Only by strengthening the management of scientific

research funds, can we rationally allocate and use them, and give full play to the benefits of the existing scientific research funds, related to the concept of Serpell, R.& G.Hatano. (2021). The budget management of scientific research funds in colleges and universities should be more scientific and reasonable by the scientific research management department, the financial management department, the leader and the subject. The administrative department of scientific research should formulate a unified budget management system for scientific research funds, formulate reasonable and operational budget procedures, as well as the methods and explanations for the budget preparation of scientific research plans, and put forward specific requirements for the compilation principles, requirements and procedures of scientific research funds budget, so as to improve the enforceable degree of the budget. For scientific researchers, the budget of scientific research funds should adhere to the principle of seeking truth from facts. The specific funding budget shall be carried out according to the research tasks stipulated in the application form of scientific research projects. The budget should be prepared for all expenses that may occur in the whole research process, including direct expenses and indirect expenses. According to the principle of full cost expenditure, the reported budget should be put on record in the financial and scientific research management departments of institutions of higher learning. For the financial department and accounting personnel, they should intervene in scientific research projects as soon as possible, timely provide accounting services and accounting supervision, so that scientific researchers can timely obtain the support of financial information, and prepare a more scientific and reasonable budget., related to the concept of Hingginson&Nottingham. (2022). Strengthen the audit of the internal control system, and promote the management of scientific research funds according to the law. First of all, we should do a good job in the audit of the internal management system construction of scientific research funds, to see whether it includes the original and system to solve the problems existing in the current management and use of scientific research funds. Combined with the actual situation of institutions of higher learning, the establishment and improve the management method of scientific research funds, so that the

management of scientific research funds more scientific, standardized and systematic., related to the concept of Thomas (2020). Do a good job in the compliance audit of the use of scientific research funds, and standardize the use of funds. The audit of the compliance of the use of research funds, strengthening the constraints of financial management of research funds, and strictly controlling the scope and standard of expenditure are conducive to preventing the abuse of research funds in violation of financial discipline. The audit of the use of scientific research funds includes: whether the financial department of the university shall manage the project management fees, labor fees and scientific research funds shall be withheld in the form of scientific research funds. Through a series of measures to standardize the use of scientific research funds, improve the use efficiency of scientific research funds, related to the concept of Sonia (2021). In terms of vertical project expenditure, Science and technology departments and finance departments shall strictly stipulate the expenditure scope and expenditure standard of scientific research funds, Personnel funds, management fees, collaborative research fees, The proportion of these three budgets cannot be adjusted at will; Personnel fees cannot be used for personnel rewards, Based to the relevant national standards and the workload of researchers, Actual expenditures in the approved budget; The project management expenses shall be in the expenses of the project management personnel and other stipulated administrative expenses; The alties or depreciation of existing equipment and houses of institutions of higher learning used in the project, Reasonable apportionment should be included in the project cost in accordance with the financial system, related to the concept of Geertz, (2022). In the expenditure of horizontal projects, an income distribution incentive mechanism that takes into account the personal interests of universities, departments and researchers, so as to fully mobilize the enthusiasm of researchers. The financial department shall make up by a certain proportion of the scientific research income the use of direct materials, direct labor, equipment or depreciation of teaching equipment and houses in scientific research activities. And after the conclusion of the project, the financial analysis, so that the scientific research funds play a greater economic benefits., related to the concept of Grant&Ladson (2018).

Ethnic Minority-Nakhi culture course was at high level. This is because development of local and school-based curriculum to encourage students' all-round development, excavate the potential of students, improve education competitiveness, encourage teachers, students and parents involved, community, family and college education better inheritance Nakhi culture, implementation, beauty and vision, related to the concept of Cui Chuang (2020, p.209). In Lijiang Nakhi inhabited areas, institutions of higher learning using excellent Nakhi culture education resources to decide curriculum plan and scheme, in the preparation of the textbook, should pay attention to the teaching material should conform to the certain education rule, and to have the characteristics of national culture, so not only need professional participation, also need the participation of national educators, cooperation and sharing between colleges and universities, strengthen inter-school exchanges and cooperation. But due to the Lijiang area faculty is relatively weak, it is difficult to better the integration of national resources of school-based teaching materials, at the same time can use universities and research institutions and local national elite cooperation to carry out the research and development of national culture education, on the advantages of education and professional knowledge to help the development and implementation of school-based curriculum, related to the concept of Huang (2021, p.219-226). the Nakhi people has ancient and unique environmental ecology and water culture, can choose the traditional culture of loving water, loving water and protecting water into the course content, develop the attitude of harmonious development between students and nature; the Nakhi culture advocating affinity, warmth, sincerity, tolerance, a better life and ideal, and the "rain" formed in the ancient city, to develop aggressive, tolerant and comity quality. In addition, the Nakhi people adhere to the attitude of respect and tolerance for the culture of various ethnic groups, and pay attention to their advanced aspects, which also promotes the cultivation of students' cross-cultural ability. This is not only conducive to the use of Nakhi culture and art to promote the development of quality education, but also to use the excellent cultural essence of Nakhi to promote the cultivation of students' moral character. The national culture curriculum of institutions of higher learning also

needs to be combined with the cultural background and life reality of ethnic minority students, strengthen the connection between curriculum and life and society, and link the culture of higher learning with community and family culture, so that students can more easily understand and accept it, and improve their interest in learning. Similarly, the mainstream culture and minority culture although the reaction is different culture, but they influence each other, together on the improvement of cultural quality of a nation, and common in a unified multi-ethnic state education system, can learn from the mainstream culture and other national culture excellent part, promote the Nakhi culture inheritance and development, the mainstream culture and other minority culture, Nakhi culture mutual integration, common development, related to the concept of Carl (2017. p.990-993). the Nakhi culture inheritance education in addition to its own continuous innovation, should also absorb the essence of other ethnic culture. While maintaining the cultural characteristics of the Nakhi people, we should actively learn the mainstream culture, advocate the protection of development, and not overemphasize the preservation of Nakhi culture. Such as east culture is attached to the east teach and inheritance, so the east culture into higher education should highlight cultural, dilute religious, based on the training of socialist successors, inheriting the excellent culture of the Chinese nation, make the east culture has time characteristics and era of art, make the unity of nature in the east culture is beneficial to help teenagers the formation of the harmonious development of man and nature ideology, related to the concept of Jeanne (2020. p.1023-1025). It is proposed that the theory of local curriculum can be combined with the theory of multicultural education, so that students can be educated through local curriculum and the excellent culture of ethnic minorities into the teaching material curriculum, related to the concept of Le (2016). From the perspective of multicultural education as the research perspective, a field investigation was conducted on four Mongolian taught junior middle schools in Tongliao City, Inner Mongolia, explaining the existence of cultural imbalance and further factor analysis, thus putting forward corresponding countermeasures and suggestions, and proposing that attention should be paid to the cultural suitability in the curriculum reform, related to the concept of Zianar (2016). From



the perspective of educational anthropology, the school-based curriculum development projects of Lijiang, Diqing and Xishuangbanna in Yunnan Province are investigated and studied, and proposed that the cultural education of ethnic minorities should be combined with mainstream cultural education, and can be realized through bilingual, community and ethnic art and culture education, related to the concept of Tong (2016). It is mentioned that the new curriculum reform provides space for the inheritance of minority culture in the specific curriculum of higher education, and the relationship between mainstream culture and minority culture is complementary to each other, both to each other to cultivate talents, related to the concept of Jin (2019).

Faculty training was at high level. This is because in addition to the multicultural concept, teachers also need to assess the teaching skills, knowledge of related subjects and language level. In the training of bilingual teachers in Nakhi Chinese, relevant multicultural courses can be added, so that they can have an understanding and tolerant attitude towards other ethnic cultures, and learn to appreciate the excellent cultures of other ethnic groups. Finally, we should pay attention to the assessment of teacher training, assess the learning results and actual teaching results of teachers, and establish a qualified team of teachers with Nakhi culture inheritance, Related to the concept of Yan Hongyan (2021, p.209). Among them, Guo Dalie from Yunnan Academy of Social Sciences and retired teachers and language committee cadres familiar with Nakhi culture were invited as the first batch of Nakhi mother language inheritance teachers to train teachers while inheriting. In the training of Nakhi mother tongue teachers, the main training is pre-job training, with Nakhi pinyin, Nakhi pictograph, Nakhi song and dance, etc. After observation, investigation and assessment, the stage teaching. After a year of teaching, Nakhi mother language teachers learn the deeper Nakhi culture through teaching discussion and course observation, and went to the areas with strong Nakhi cultural atmosphere. By observing the open courses of Nakhi culture in universities in different regions, we can summarize the experience and summarize the teaching methods, so as to provide corresponding experience for Nakhi mother language education, Related to the concept of Sohan (2020. p.998-1000). Teachers are the

main force of Nakhi cultural education, and is the key factor to ensure whether the national cultural inheritance is effective. However, there is a lack of Lijiang ancient Town and Yulong County full-time teachers of Nakhi cultural education, especially some full-time teachers with the consciousness of national culture inheritance and understand Nakhi culture. In universities, they are still folk artists, related Nakhi scholars and part-time teachers familiar with Nakhi language, Related to the concept of Carlos (2022. p.775-778). Nakhi culture serious lack of full-time teachers will hinder the effectiveness of national cultural heritage education, and ignore the teachers' national identity, national sense of belonging, the cultivation of national pride, teachers are not as much as possible understanding of Nakhi culture at the same time consciously protect and inheriting Nakhi culture consciousness, of course, also need to be the idea of teachers into specific cognition and behavior,, Related to the concept of Nagel (2022. p.330-334). Teacher's "Case Study of Chinese Cross-cultural Teachers" points out that there is a phenomenon in the construction of teachers in minority areas: Han teachers go deep to work in minority areas, and when they really integrate into the culture, they have reached the age of approaching retirement. The interviewees in the article, whether Han or ethnic minority teachers, believe that as teachers in ethnic minority areas, no matter which ethnic group, as long as they work in ethnic minority areas, they should become cross-cultural people, with multicultural knowledge and teaching ability, and need corresponding professional training."Meng Fanli through the interpretation of minority areas across cultural teachers value, cross-cultural teachers training examination of ethnic minority areas, think as teachers in minority areas, which nation should be cross-cultural teachers, has the corresponding cross-cultural knowledge, education teaching ability. Teacher education in ethnic minority areas should reflect the concept of multicultural education, take the training of cross-cultural teachers as an important part of the training goal, and implement it in the curriculum setting and practical teaching,related to the concept of Wang (2020). From the perspective of multi-culture, Bai Liang discusses the connotation of the multi-cultural concept from the West, the quality of teachers in the perspective of multi-culture, and the methods and strategies of multi-cultural teacher education,

which provides certain theoretical enlightenment for the formation of cross-cultural teachers in ethnic areas of China, related to the concept of Meng (2017). The essence and goal of multicultural education analyzes the status of multicultural education in the development of ethnic education, and points out the misunderstandings existing in the theory and practice of multicultural education in China, related to the concept of Bai (2018).

Part 2: the guidelines for the educational management of culture inheritance in Nakhi People.

Firmly implementing the educational goals of colleges and universities consisted of 7 measures:

1. Clarify the goal of Nakhi culture in higher education
2. Cultivate students' cross-cultural ability and national identity
3. Improving students' imagination and cross-cultural ability.
4. Clarify the task of Nakhi culture in higher education
5. Convey the excellent culture of the mainstream nation.
6. Help the Nakhi students to integrate into the mainstream society, learn and acquire the corresponding knowledge, skills and behaviors
7. Cultivate people with national spirit and confidence

The main way for school education to inherit national culture is to develop local curriculum and school-based curriculum, and to form a combination mode of national, local and school-based curriculum. In the Nakhi ethnic area of Lijiang, local courses should be adopted to promote the excellent culture of Nakhi into the campus, related to the concept of Interviewee 1. carrying out local art courses, setting up extracurricular interest groups, setting up workshops and bases. Ancient city established the ancient city of education Nakhi inheritance scheme, related to the concept of Interviewee 2. In order to ensure the opening of the courses, Lijiang city uses administrative means to offer local art courses according to about 15% of the total amount of art courses, related to the concept of Interviewee 3. teaching materials are an important carrier of national culture education, and also the carrier of preserving national culture., related to the concept of Interviewee 4. the compilation of teaching materials is very important.

Therefore, on the premise of implementing the national curriculum, local textbooks and school-based textbooks should be compiled by using the excellent traditional Nakhi culture based on the local and university conditions, related to the concept of Interviewee 5. the team of cultural and education reform examines the inheritance and development of the cultural and artistic treasures of Lijiang in an all-round way, excavates, collects and arranges the ethnic folk art resources from the five aspects of Nakhi mother language, Dongba art, ethnic music, dance and art, and compiles local teaching materials for ethnic culture and education, related to the concept of Interviewee 6. For the purpose of culture, experts, scholars, teachers and relevant artists were invited to form the guiding ideology of the members of the textbook, related to the concept of Interviewee 7. within five years, through repeated trial, through the reform of three universities, passed the Yunnan University Textbook Examination and Approval Committee, related to the concept of Interviewee 8. Lijiang local art textbooks Art (1 to 7) and Music (1 to 9), which were put into use on August 26, 2005, related to the concept of Interviewee 9.

Promoting the multiple education model consisted of 6 measures:

1. Nakhi culture is inherited in various ways
2. National culture starts from family education first
3. Family education focuses on the education of daily behavior
4. The survival and reproduction of race has become its main purpose
5. In the inheritance of national culture, community education has rich resources, flexible organizational forms
6. Establish a cooperation mechanism between institutions of higher learning, communities and families, and radiate the excellent Nakhi culture to families and communities based on institutions of higher learning

For every nation, the learning of survival skills is the primary task. Only by meeting the basic material conditions needed can a nation continue to survive, especially for the ethnic minorities with relatively backward economy and low production capacity, related to the concept of Interviewee 1. in the past, they adopted a "front shop and back yard" family workshop. Children helped their parents in their daily life, learned to complete it independently, and in this process, they learned the

skills handed down from their parents, related to the concept of Interviewee 2. Each nation has its own unique culture, including some customs, arts, festivals, etc., related to the concept of Interviewee 3. These unique traditional national cultures are mainly inherited through family education, and they also include some folk stories, language and food in family life. In the many festivals of the Nakhi people, related to the concept of Interviewee 4. Nakhi culture needs to carry out the most primitive transmission through Nakhi language, related to the concept of Interviewee 5. The Nakhi language is not only a tool to exchange thoughts and feelings, but also contains the national spirit and wisdom crystallization of the Nakhi people, related to the concept of Interviewee 6. Dongba culture is a unique culture of the Nakhi people. It is called "Dongba culture" because of its content and it is related to the original religion of the Nakhi people. "Dongba" (meaning "wise man") is the inheritor of Nakhi Dongba culture. He is a collection of witches, medicine, art, and craftsman, while "father and son inheritance" is a mode of inheritance of Dongba culture, related to the concept of Interviewee 7. Family education plays a key role in the inheritance of Nakhi culture. The inheritance of Nakhi culture needs the cooperation and support of family education. Family education and the inheritance of cultures of ethnic minorities are inseparable and complementary, related to the concept of Interviewee 8. In Tacheng and Ludian Township, apprentices were sent to Dongba homes to learn classics, but usually at night to help with farm work during the day. Another is through the establishment of relevant research offices and museums, and the establishment of learning schools to carry out the inheritance of Dongba culture, as shown in Table 2.1. By 2010, there have been 15 Dongba culture and folk learning centers, during which the school has carried out activities of heaven worship and cultural seminars, related to the concept of Interviewee 9.

Enhancing funding guarantee mechanism consisted of 11 measures:

1. the local government should include the funds invested in the education of Nakhi culture in the local financial year budget
2. from the education funds, intangible cultural heritage protection and other funds to arrange a certain proportion to the education of higher education

3. increase the school education inheritance Nakhi culture special funds investment
4. improve the teaching environment and promote the Nakhi culture course smoothly
5. set up special fund to help improve the teaching facilities 6.integration of education resources, solve the shortage of teachers
7. promote the implementation of Nakhi culture education teacher training program
8. institutions of higher learning are given to decide the use scope of funds
9. education funds should be invested in multiple channels to form a funding channel with government departments as the main body and individuals, enterprises, foundations and institutions
10. improve the supervision system of the funds for the inheritance of Nakhi culture in institutions of higher learning
11. strictly supervise the education funds to ensure that the funds are used in a planned way according to the budget

In terms of funds for the inheritance of Nakhi culture, the municipal, county (district) levels have corresponding funds, which are mainly used for the protection and excavation of Nakhi culture, related to the concept of Interviewee 1. the work of ethnic culture inheritance education in institutions of higher learning and communities does not include special subjects in the finance at all levels, but funds will be raised from different channels, related to the concept of Interviewee 2. From the beginning of funds shortage at the beginning, the government has allocated a special fund of 200,000 yuan every year, and Yulong City spends no less than 500,000 yuan for universities and communities, related to the concept of Interviewee 3. The "Children's Song Growing Up with Us" issued by Lijiang City in 2020 is also under the support of the Ethnic Minority Assistance Department of the International Agricultural Development Fund. Yulong city also makes use of the Ministry of Education, the Provincial Department of Education and the Ede Foundation for ethnic art inheritance and development projects to promote rural ethnic culture and other educational activities, related to the concept of Interviewee

4. the funds are mainly used for the expenses of professional teachers and management teachers, the production expenses of costumes and props, teaching and research expenses, students' outdoor activities, and the support of rural folk Dongba cultural inheritance activities, related to the concept of Interviewee 5. although the funds are raised from different channels, the funds for Nakhi cultural inheritance in colleges and universities are still insufficient, and more funds in Lijiang will be invested in the exploration and protection of ethnic culture. In addition, institutions of higher learning carry out ethnic culture inheritance and protection education activities in many aspects, including paying for teachers, activities, purchasing props and costumes, especially in ethnic art education, more art teaching equipment is needed, related to the concept of Interviewee 6. However, many institutions of higher learning do not have the funds for the improvement of the relevant hardware facilities, and the special funds for ethnic culture and education can be said to be no at all, related to the concept of Interviewee 7. Although the ancient city district began to invest 200,000 yuan for the inheritance of ethnic culture in 2013, it is not specially allocated for the Nakhi cultural education in institutions of higher learning. Since 2013, the national policy of "two exemptions and one subsidy" has been fully implemented in Yulong County, and all textbook fees are exempted during compulsory education, related to the concept of Interviewee 8. they can only be used together. For national culture education, compared with the investment of hardware facilities, more urgent needs in the construction of software. Therefore, the investment of ethnic culture inheritance funds in the universities of Lijiang city is insufficient, the basic hardware facilities cannot be guaranteed, and the investment in related software is difficult to achieve, related to the concept of Interviewee 9.

Encouraging ethnic Minority-Nakhi Culture Course consisted of 4 measures:

1. combining with Nakhi excellent cultural resources, development of local and school-based curriculum to encourage students' all-round development
2. excavate the potential of students
3. improve education competitiveness
4. encourage teachers, students and parents involved, community, family and

college education better inheritance Nakhi culture, implementation, beauty and vision. Culture Course of the educational management of culture inheritance in Nakhi People, China is a multi-ethnic country, and there are the characteristics of unbalanced regional development, all ethnic groups have their sense of belonging and identity, so China's curriculum should adapt to the differences of ethnic culture and regional economic and cultural differences, and implement the three-level curriculum management of national, local and institutions of higher learning, related to the concept of Interviewee 1. In the preparation of the textbook, should pay attention to the teaching material should conform to the certain education rule, and to have the characteristics of national culture, so not only need professional participation, also need the participation of national educators, cooperation and sharing between colleges and universities, strengthen inter-school exchanges and cooperation, related to the concept of Interviewee 2. Due to the Lijiang area faculty is relatively weak, it is difficult to better the integration of national resources of school-based teaching materials, at the same time can use universities and research institutions and local national elite cooperation to carry out the research and development of national culture education, on the advantages of education and professional knowledge to help the development and implementation of school-based curriculum, related to the concept of Interviewee 3. Nakhi culture has a rich content, and it is not simply a culture attached to art or objects. Moreover, the inheritance of Nakhi culture is not rigid or indoctrination, but needs to develop with the evolution of The Times, related to the concept of Interviewee 4. Colleges and universities need to choose excellent Nakhi culture with educational significance, beneficial to the development of teaching activities and can cultivate students' cross-cultural ability, related to the concept of Interviewee 5. The Nakhi culture advocating affinity, warmth, sincerity, tolerance, a better life and ideal, and the "rain" formed in the ancient city, to develop aggressive, tolerant and comity quality. In addition, the Nakhi people adhere to the attitude of respect and tolerance for the culture of various ethnic groups, and pay attention to their advanced aspects, which also promotes the cultivation of students' cross-cultural ability, related to the concept of Interviewee 6, the national culture curriculum of



institutions of higher learning also needs to be combined with the cultural background and life reality of ethnic minority students, strengthen the connection between curriculum and life and society, and link the culture of higher learning with community and family culture, so that students can more easily understand and accept it, and improve their interest in learning, related to the concept of Interviewee 7. If we simply to minority culture generation to generation, not in the environment for reasonable innovation and development, so the national culture is the spread of self circulation, the nation can not develop, so the Nakhi culture inheritance education in addition to its own continuous innovation, should also absorb the essence of other ethnic culture, related to the concept of Interviewee 8. Not overemphasize the preservation of Nakhi culture. Such as east culture is attached to the east teach and inheritance, so the east culture into higher education should highlight cultural, dilute religious, based on the training of socialist successors, inheriting the excellent culture of the Chinese nation, make the east culture has time characteristics and era of art, make the unity of nature in the east culture is beneficial to help teenagers the formation of the harmonious development of man and nature ideology, related to the concept of Interviewee 9.

supporting faculty training consisted of 11 measures:

1. The teacher training plan of Nakhi cultural education should be formulated
2. Attention should be paid to the training of ethnic teachers
3. An organize institutions of higher learning in the developed areas of the mainland to help train teachers in Lijiang area
4. Strengthen the ancient city and yulong institutions of higher learning and teachers communication, relative to the ancient city
5. Using the school district or community rich Nakhi cultural resources, to integrate the community of material resources, manpower, financial resources and other resources
6. For the training of bilingual teachers, targeted training courses for bilingual teachers are carried out
7. Carry out the continuing education mode of active bilingual teachers combined with scientific research, teaching and training

8. In addition to the multicultural concept, teachers also need to assess the teaching skills, knowledge of related subjects and language level

9. In the training of bilingual teachers in nakhi chinese, relevant multicultural courses can be added

10. Pay attention to the assessment of teacher training, assess the learning results and actual teaching results of teachers

11. Establish a qualified team of teachers with Nakhi culture inheritance

In order to effectively strengthen the training of art teachers, Lijiang City has formulated the "Art Teacher Training Program", which mainly adopts various ways and methods, such as accompanying inside and outside, "please go in and go out,related to the concept of Interviewee 1.The training of teachers in batches and stages, "successively held" quality education special training courses " attended by university principals, three training courses for art teachers, five training courses for Nakhi native tongue teachers, seven training courses for teachers of ethnic culture inheritance, and comprehensive training for the backbone teachers of the whole district, related to the concept of Interviewee 2.In the training of Nakhi mother tongue teachers, the main training is pre-job training, with Nakhi pinyin, Nakhi pictograph, Nakhi song and dance, etc. After observation, investigation and assessment, the stage teaching,related to the concept of Interviewee 3.By observing the open courses of Nakhi culture in universities in different regions, we can summarize the experience and summarize the teaching methods, so as to provide corresponding experience for Nakhi mother language education,related to the concept of Interviewee4.On the other hand, to the Nakhi of thick national art social foundation, to "love my nation", "love my hometown", "praise Lijiang" as the main content, in Lijiang historic sites, landscape,celebrities, long history and culture, religious culture, mysterious, ethnic customs, folk art and colorful local characteristics for vivid teaching material, art teacher training work, improve their artistic and cultural quality, inspire teachers love Lijiang, love the love the feelings of national art culture, constantly improve the spirit of teachers work excellently, devoted to the cause of national culture education, related to the concept of Interviewee5.Teachers are the main force of Nakhi cultural education, and is the key factor to ensure whether the national

cultural inheritance is effective, related to the concept of Interviewee 6. However, there is a lack of Lijiang ancient Town and Yulong County full-time teachers of Nakhi cultural education, especially some full-time teachers with the consciousness of national culture inheritance and understand Nakhi culture., related to the concept of Interviewee 7. Yunnan university of finance and economics teachers is by professional teachers and class management teachers, although the teaching view the monk flower teacher, and four to the teacher as a member of class management teachers also learned the east culture, became the professional course teachers, but professional teachers is still mainly comes from the museum and culture department scholars, 08 professional teachers six two is the school full-time teachers, so there is a weak teachers, related to the concept of Interviewee 8. Nakhi culture serious lack of full-time teachers will hinder the effectiveness of national cultural heritage education, and ignore the teachers' national identity, national sense of belonging, the cultivation of national pride, teachers are not as much as possible understanding of Nakhi culture at the same time consciously protect and inheriting Nakhi culture consciousness, of course, also need to be the idea of teachers into specific cognition and behavior, related to the concept of Interviewee 9.

**Part 3:** The adaptability and feasibility of guidelines for the educational management of culture inheritance in Nakhi People.

The educational goals of colleges and universities

1. Clarify the goal of Nakhi culture in higher education 2. Cultivate students' cross-cultural ability and national identity 3. Improving students imagination and cross-cultural ability 4. clarify the task of Nakhi culture in higher education. 5. convey the excellent culture. 6. help the Nakhi students to integrate into the mainstream society, learn and acquire the corresponding knowledge, skills and behaviors. 7. cultivate people with national spirit and confidence. Total, The educational goals of colleges and universities of adaptability mean and S.D level is highest. Feasibility mean and S.D level is highest.

Promoting the multiple education model

1. Nakhi culture is inherited in various ways. 2. national culture starts from family education first. 3. family education focuses on the education. 4. the

survival and reproduction of race has become its main purpose. In the inheritance of national culture, community education has rich resources, flexible organizational forms. 6. establish a cooperation mechanism between institutions of higher learning, communities and families, and radiate the excellent Nakhi culture to families and communities based on institutions of higher learning. Promoting the multiple education model of adaptability mean and S.D level is highest. Feasibility mean and S.D level is highest.

#### Enhancing funding guarantee mechanism

1. The local government should include the funds invested in the education.
2. from the education funds, intangible cultural heritage protection and other funds to arrange a certain proportion to the education.
3. Increase the school education inheritance Nakhi culture special funds investment.
4. Improve the teaching environment and promote the Nakhi culture course smoothly.
5. Set up special fund to help improve the teaching facilities.
6. integration of education resources, solve the shortage of teachers.
7. promote the implementation of Nakhi culture education teacher training program.
8. institutions of higher learning are given to decide the use scope of funds.
9. education funds should be invested in multiple channels to form a funding channel with government departments as the main body and individuals, enterprises, foundations and institutions.
10. strictly supervise the education funds to ensure that the funds are used in a planned way according to the budget.

Total, Enhancing funding guarantee mechanism of adaptability mean and S.D level is highest. Feasibility mean and S.D level is highest.

#### Encouraging ethnic Minority-Nakhi Culture Course

1. Combining with Nakhi excellent cultural resources, development of local and school-based curriculum to encourage students' all-round development
2. excavate the potential of students.
3. improve education competitiveness.
4. encourage teachers, students and parents involved, community, family and college education better inheritance Nakhi culture, implementation, beauty and vision.

Total, Encouraging ethnic Minority-Nakhi Culture Course of adaptability mean and S.D level is highest. Feasibility mean and S.D level is highest.

### Supporting faculty training

The teacher training plan of Nakhi cultural education should be formulated

2. Attention should be paid to the training of ethnic teachers.
3. an organize institutions of higher learning in the developed areas of the mainland to help train teachers in Lijiang area.
4. strengthen the ancient city and yulong institutions of higher learning and teachers communication, relative to the ancient city.
5. using the school district or community rich Nakhi cultural resources, to integrate the community of material resources, manpower, financial resources and other resources.
6. For the training of bilingual teachers, targeted training courses for bilingual teachers are carried out .
7. carry out the continuing education mode of active bilingual teachers combined with scientific research, teaching and training.
8. in addition to the multicultural concept, teachers also need to assess the teaching skills, knowledge of related subjects and language level
9. In the training of bilingual teachers in Nakhi Chinese, relevant multicultural courses can be added.
10. pay attention to the assessment of teacher training, assess the learning results and actual teaching results of teachers .
11. establish a qualified team of teachers with Nakhi culture inheritance.

Total, Supporting faculty training of adaptability mean and S.D level is highest. Feasibility mean and S.D level is highest.

The adaptability and feasibility of guidelines the educational management of culture inheritance in five aspects were at highest level with the values between 4.00 and 5.00, which means the guidelines the educational management of culture inheritance are adaptability and feasibility.

## Recommendations

### Implications

The research results showed that the recommendations about guidelines of the educational management of culture inheritance in Nakhi People are as follows:

1. Innovate the educational management of culture inheritance establish and optimize the operation mechanism of the higher education industry to make the operation and management more and more standardized and reasonable. In the process of running a school, the main purpose should be to improve the efficiency of running a school.

2. Innovate the educational management of culture inheritance of ideological and moral quality. Innovation of professional cultural quality. The cultivation of innovation ability.

3. A deeper guidelines of the educational management of culture inheritance. In the process of teaching management, colleges and universities should strictly follow the teaching objectives, follow the teaching principles, and effectively regulate the teaching work.

4. Pay attention to the mathematics education of ethnic minority students in ethnic minority areas, and seek effective strategies to improve ethnic minority areas to narrow the gap of mathematics education between regions and promote the balanced development of education has guidance meaning.

5. Naxi culture entered the classroom and enriched the resources of teaching and learning; expanding people. The understanding of the development of Naxi culture, and then promote the understanding of Naxi culture, to a certain extent, abundant rich in cross-cultural mathematics education theory.

6. It is helpful to deepen the adaptability of national education curriculum standards to education in ethnic areas, and to the exploration, application and inheritance of Naxi ethnic culture.

7. Building a harmonious campus requires strengthening the education and management of college students. Building a harmonious campus is an important way for colleges and universities to realize long-term development, all-round development and stable development, and it is the basic requirement of the socialist harmonious society for colleges and universities. The construction of a harmonious campus requires the coordinated operation of various departments and various educational elements in colleges and universities. The education management of college students should focus on the center of student education, comprehensively manage the relevant materials and equipment of colleges and universities, and coordinate the relationship between people and various educational elements. It is necessary to improve the efficiency of college students' education management, maximize the effectiveness of the limited college education resources, coordinate the relationship between various interest subjects in colleges and

universities, promote the ecological balance of college education, and create a harmonious campus.

8. Safeguarding students' rights requires strengthening the education management of college students. In the new era, the civic awareness of college students is gradually enhanced, and safeguarding students' rights is the basic appeal of students. College students not only enjoy the rights of substantive rights, including the Constitution, education Law and higher Education Law, but also enjoy the rights of procedural rights in the education service contract. Strengthening the education management of college students is conducive to students to clarify their rights and obligations, recognize and understand the rights and obligations of others, form a strong sense of rights and obligations, and exercise their rights and fulfill their obligations according to relevant laws and regulations and school rules and regulations.

9. Take the evaluation system as the core, control the goal and direction of the long-term mechanism of Naxi education management. The assessment and evaluation system is the core in the long-term mechanism of college student party member education management, because no matter what the operation of the mechanism must have certain goals and directions, and the assessment and evaluation system just has the guiding function in the whole mechanism, and can play its role as the operation goal and direction of the mechanism. In the actual work, how to take the evaluation system as the core, control the goal and direction of the long-term mechanism of education management. To improve the quality of college student party members, the key lies in the leaders at all levels of colleges and universities.

Only the leaders at all levels fully understand the strategic significance and practical role of the student party building work, can really pay attention to this work, to transform the understanding into specific policies, to strengthen the implementation of the specific work. Only leadership attaches great importance to, have the policy support, to attract, stable and build a good quality, high level, strong ability of party construction workers team, to stimulate their enthusiasm, to form a virtuous cycle, the party central committee party construction policy and school

talent training target into college students party construction workers conscious action, continuous exploration and innovation in the work, the student party construction in effect, do further, to fundamentally improve the quality and quality. To build a high-quality college students party building team.

The educational system and the limitations of the educators themselves. System of ideological and political work in colleges and universities in our country has not formed a system, effective work platform, ideological and political work is a kind of rule of man, the cultivation of students' ideological and political quality and other deep quality arrangement mostly depends on the counselor and the party branch secretary, education effect depends on the counselor and party branch secretary of the professional ethics, business level and arrangement of various education training influence and charisma, not mobilize the students' active learning consciousness, also did not play the overall advantage of school of ideological and political work. Since a period of ideological and political work is not valued, political work cadre

The status decline, the political cadres heavy use, light training, low treatment; the education mechanism is not perfect, the organization is not optimized enough, the personnel quality and structure is not reasonable, the ideological and political workers are not active, the energy is not enough, the ideological and political work team flow too fast, the work is too much, the ideological and political work team construction is difficult to meet the requirements of The Times, affect the work effectiveness. Individual party branch secretary is irresponsible, the existence of selfish, human feelings, make individual originally not enough conditions of the people were developed to the party team, in the student party members have produced a bad influence. follow

Therefore, the establishment of the school party committee level, the department party organization level and the student party branch level of the three education management teams, to ensure the improvement of the quality of partymembers. Strengthen learning and education, clear goals and requirements. After the party member assessment and evaluation system is determined, it is necessary to strengthen learning and education, including before and after joining the Party,



the study of the assessment and evaluation standard system into the daily learning activities, so that all student party members have clear goals and requirements and know their direction of future efforts. Strengthen supervision and assessment, and pay attention to process management. In order to meet the requirements of the quality assessment and evaluation system of the quality of student party members, we must strengthen the supervision of the student party members, put forward the direction and requirements of the efforts, and put forward the direction and requirements of efforts.

10. With the institutional system as the guarantee, to create an environment and atmosphere for the operation of the long-term mechanism of education management. The operation of any mechanism is inseparable from a certain environment and atmosphere. A good environment and a positive atmosphere play an important role in promoting the operation of the mechanism. The system in the long-term mechanism of student party members plays an important role in ensuring the environment and atmosphere of the long-term mechanism of education management. The system of the whole mechanism from the institutional level guarantees the subjectivity, enthusiasm and initiative of student party members in the party life, which is conducive to the student party members to enhance their sense of identity, enhance their consciousness in playing the vanguard exemplary role of party members, and form a good atmosphere for everyone to be advanced.

In order to make the system give full play to its guarantee role, we need to start from the following aspects: pay attention to the scientific nature of the system, and make the system operable. The scientific nature and operational nature of the system is the prerequisite for its practical role. The system of the main role of college students' party members must be formulated according to the characteristics of colleges and universities and students, combined with the actual work of college students, to combine the basic law of party building with the characteristics and the particularity of colleges and universities, fully consider the specific situation of different colleges and universities, and formulate a system in line with the actual situation of the school. So as to create a good institutional environment for the education and management of college student party members. Strict

implementation, to ensure the authority of the system. After the system is formulated, the key lies in the implementation. No matter how good the system is, if it is not strictly implemented, it can only stay in the words and cannot achieve practical results. We have also carried out a variety of exploration of the long-term mechanism of the education and management of college students, and there are a lot of experience in this respect. However, from the study of various long-term mechanisms, it is not difficult to find that many systems are not implemented because the mechanism is stranded or far from achieving the actual desired effect. The system of the student-oriented education and management of the college student party members is to create a good atmosphere of abiding by the rules, constantly innovating and making common progress among the student party members through strict implementation. The formation of this good atmosphere itself is a subtle influence on the party members, and virtually played a certain educational role to the party members. Pay attention to publicity and education, enhance the sense of identity of student party members. The key to the effective implementation of the system lies in the degree of consciousness of the system executor itself. The degree of consciousness includes its understanding and understanding of the system and its recognition of the system itself. Therefore, the system of education and management of student party members in colleges and universities is first summed up in the investigation and research of student party members, so it also reflects their demands to a certain extent. In order to make student party members understand the system, we must strengthen publicity and education, so that they can have a sense of identity, enhance the execution and influence of the system, so as to promote the orderly operation of the whole mechanism. Establish a scientific and reasonable funding guarantee system. The establishment of the "student-oriented" college student party member education management service system needs the support of funds whether in the construction of hardware or the establishment of the software platform. Therefore, the establishment of a scientific and reasonable fund guarantee system is the prerequisite for the construction of the service platform. Without financial support, the development of various systems and activities within the system cannot be

implemented. If the funding support is in place, coupled with strict management measures and the joint participation of relevant personnel and institutions at all levels, the service system of the education management of student party members can give full play to its function, making the operation of the long-term mechanism of education management show vitality. Pay attention to investigation and research, understand the thought, life and actual situation of student party members, enhance the pertinacity of service. The service system can play a driving role, the most critical point is that it has a strong targeted, only by maintaining the targeted service system, can we truly serve the growth of student party members, can let the student party members truly realize that the service can meet their realistic needs rather than become a formality. Service can also play the role of education management, so that education management can achieve practical results. Strengthen social practice, enhance the sense of service. To maintain the long-term effect of education management, student party members should serve others when receiving services, so that they can have a psychological sense of identity and deepen the understanding of the importance of service. Thus have self-discipline into heteronomy, enhance the consciousness of service. Therefore, let the student party members actively participate in social practice, to make contributions to the society and others, this is not only the requirements of the Party Constitution for party members, but also the need of individual growth of party members. Therefore, strengthening the social practice of student party members, establishing and perfecting the social practice system of student party members is an important means to enhance the service consciousness of student party members, exercise the student party members, improve their ability, and also an important way to ensure the vitality and effectiveness of the long-term mechanism of education management. We will continue to reform the school system, with students as the center and continuing the double degree system and principal and minor system. But also to the modern teaching management means to explore, perfect. To improve the teaching quality as the important goal, and constantly improve the teaching management evaluation system.

## Future Researches

1. Further verify the effectiveness of the rationality and scientific nature of the educational management of culture inheritance in Nakhi People about Components.

2. Further application of management policies to universities and promotion of the educational management of culture inheritance in Nakhi People in Yunnan province Working in the development of colleges and universities in Yunnan Province.

3. Similar research topics were validated and confirmed according to the research samples of different provinces (cities) to enhance the generalizability of the relevant research conclusions in this paper.

4. By attaching importance to the communication between teachers and students, establishing an effective education management system and adhering to the principle of student subjectivity, it can effectively improve the education level and effect of colleges and universities, stimulate the enthusiasm of college students to learn, and promote the effective development of education management in colleges and universities.

5. Modern educational management theory has the ability of systematic engineering, which can give the reform of the management system of higher education by means of the basic theory to the combination of qualitative and quantitative methods. Effective design ideas and programs, because modern educational management theory has introduced a large number of universal theories of related disciplines, especially management theory and system engineering technology. This theoretical system of open education management has crossed different levels of philosophy, science, technology and technology, and has a very important practical significance for the integration of disciplines needed by the system reform.

6. Promote the scientization of higher education policies. At present, colleges and universities are not independent entities, but under a superior department in charge. As a subordinate, the schools are subject to the direct leadership and control of the superior organizations. That is to say, the school is based on the documents, instructions and regulations of the superiors, and the education policy has a direct

effect on the universities, and the education management theory and academic power can only play an indirect role through the education policy. According to modern educational management theory, today's very complex and specialized universities implement this model. Unreasonable, it is not conducive to the decision-making and operation of colleges and universities as an entity, especially as an entity where academic power and administrative power restrict each other. In the Higher Education Law, colleges and universities are required to run schools independently. As a corporate corporate to give full play to its role, the education policy should be weakened to the non-affiliated state of colleges and universities. If weakened, to what extent, modern educational management theory has many methods, quantitative tools available.

7. Effective allocation of educational and teaching resources. First of all, the rational allocation of the material resources of education and teaching, including hardware equipment and funds. Different hardware equipment and funds should be allocated according to the different growth stages of college students. Under the condition of active thinking, diversified values and immature psychology, the hardware equipment and funds should be tilted to the lower grade students, and the standardization, informatization and modernization of education management should be promoted. Secondly, the reasonable allocation of information resources in education and teaching. On the one hand, the relevant education and teaching information resources should be concentrated in the education management decision-making departments, so as to make scientific prediction and planning for the education management, and then formulate scientific and reasonable education management plans. On the other hand, relevant information resources should be concentrated on the front-line of education management personnel to provide accurate information sources for the implementation, feedback and supervision of education management, so that they can make clear the direction and principles of their work and promote the scientific and democratic management of college students' education management. Finally, the reasonable allocation of human resources for education and teaching. On the one hand, it is necessary to enrich the

university counselors into the education management team and exert their advantages of close contact with students; on the other hand, to enrich the student party members and student cadres into the education management team, assist relevant teachers to carry out the education management work, and fully grasp the learning needs, learning wishes, learning confusion and various interests of college students.

8. Deeply grasp the rules of education management. First of all, deeply grasp the growth law of college students. For college students 'psychology, thought, value orientation, thinking and behavior of new problems, from the college education requirements of the management of education, deeply grasp the college students' physical and mental development, thought change law, learning demand change law, character development and communication law, understand the growth of college students of different stages, and create suitable environment, improve the education management decision-making and implementation, provide the timeliness of education management. Secondly, to grasp the law of education management team construction deeply. On the one hand, we should grasp the law of the selection and training of the education management team, and establish an education management team with comprehensive knowledge, reasonable age structure, the courage to explore and innovate, and good at emancipating the mind. On the other hand, it is necessary to grasp the career development law of the education management team, so that they can gradually grow into assistants and instructors for the free and comprehensive development of college students in the specific education management activities, and guide college students to change from passive managers to active educators.

9. Go deep into the students and get the information. First of all, the education administrator should take the initiative to deepen the students and establish a good teacher-student relationship. As Jaspers believes, the subject of communication must be based on "love and friendship", participate in communication activities with independent will, through the interaction between the subjects, build self-confidence, gain full sense of security, learn self-respect

and respect for others. Approaching students with the attitude of a server rather than the attitude of a manager is conducive to eliminating students' fear, guard and resistance of education management, so as to timely and comprehensively grasp students' psychology, thought and behavior information timely and comprehensively, and provide scientific and objective basis for the decision-making and implementation of education management. Secondly, a barrier-free mechanism for dialogue between educational managers and managers should be established, so as to enhance understanding through dialogue and create a democratic management atmosphere. On the one hand, the content and scope of the dialogue should be expanded, and the dialogue should be conducted in teaching planning, curriculum setting, professional setting, academic evaluation and classroom management, so that students can understand the decisions related to their own interests. On the other hand, to innovate the form of dialogue, it can be launched through campus websites, email, campus forums, microblogs and blogs. Words, by convening student representatives to hold regular symposiums and questionnaires, to enhance the communication between the two sides. With the barrier-free dialogue mechanism, students can fully express their rights demands. Education administrators can also fully understand the information of students, and collect, screen, sort out, analyze and synthesize it, so as to form scientific education management decisions and orderly education management work order, and then improve the timeliness of college students' education management.

10. Respect and safeguard students' rights, and improve the timeliness of college students' education management. First of all, change the concept of education management, gradually come out from the 'education ethics' and the traditional management of student obligation, adhere to the people-oriented, adhere to the people-oriented spirit, adhere to the purpose of serving students, enhance the flexibility of education management. Safeguard the basic rights granted to students by law, meet the legitimate rights and demands of students, and fully affirm the dialectical unity of students' rights and obligations. Secondly, improve the laws and regulations to fully protect the substantive rights and

procedural rights of college students. It is necessary to clarify the rights of college students from the design of laws, regulations and systems, clarify the legal status of students and universities, improve the pertinence and clarity of relevant legal provisions, provide the exact legal basis for students to safeguard their rights, eliminate the practical obstacles for students to realize their rights, and promote the realization of students' rights and their rights relief. Finally, establish and improve the mechanism of students' participation in education management. Students' participation in educational management is the direct way to respect and safeguard students' rights. According to the principle of preferential absorption, relatively stable and on-demand training, establish and improve the students directly into the education management decision-making body mechanism, with the help of the student union organization, youth league organization and student community platform, absorb students to participate in education management plan and scheme formulation, implementation and supervision, realize the students in the education management, right to know and decision-making, enhance the democracy of education management, for the realization of students' rights and relief.



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## Appendices

## Appendix A

List of Specialists and Letters of Specialists Invitation  
for IOC Verification

## List of Specialists for IOC Verification

**1. Assoc. Prof. Dr. Jittawisut Wimuttipanya**

**Degree** Doctor of Curriculum and Instruction  
**Position** Vice Dean of Faculty of Education,  
Bansomdejchaopraya Rajabhat University

**2. Assist. Prof. Dr. Aree Phasansinthuwong**

**Degree** Doctor of Public Administration  
(Public Policy and Public Management)  
**Position** Public Administration Department,  
Faculty of Humanities and Social Science,  
Bansomdejchaopraya Rajabhat University

**3. Assist. Prof. Acting Sub Lt. Dr. Nantouchaporn Panarat**

**Degree** Philosophy Doctor  
(Public Administration)  
**Position** Ph.D (Public Administration)  
Pranakron Rajabhat University



Appendix B  
Official Letter



Ref.No. MHESI0643.14/ 11 75

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 September 2023

RE: Invitation to validate research instrument

Dear Assist. Prof. Acting Sub Lt. Dr. Nantouchaporn Panarat

Miss Yang Haiping is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline for The Educational Management for Culture Inheritance in Nakhi People, Yun Nan Province"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Kanakorn Sawangcharoen'.

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
www.bsru.ac.th  
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/11 73

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 September 2023

RE: Invitation to validate research instrument

Dear Assoc. Prof. Dr.Jittawisut Wimuttipanya

Miss Yang Haiping is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline for The Educational Management for Culture Inheritance in Nakhi People, Yun Nan Province"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
www.bsru.ac.th  
E-mail: grad@bsru.ac.th



Ref.No. MHESI0643.14/ 11 74

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 September 2023

RE: Invitation to validate research instrument

Dear Assist. Prof. Dr. Aree Phasansinthuwong

Miss Yang Haiping is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline for The Educational Management for Culture Inheritance in Nakhi People, Yun Nan Province"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
www.bsru.ac.th  
E-mail: grad@bsru.ac.th

Appendix C  
Research Instrument

## Questionnaire Form

### Questionnaire

#### Guideline for The Educational Management Of Culture Inheritance In Nakhi People, Yun Nan Province

#### Explanation

1. This questionnaire is about The Educational Management Of Culture Inheritance In Nakhi People. The objectives of this research were To explore the components of the educational management of culture inheritance in Nakhi People. To develop managerial guidelines to the educational management of culture inheritance in Nakhi People. To evaluate the adaptability and feasibility of the managerial guidelines to the educational management of culture inheritance in Nakhi People..
2. The questionnaire about the educational management of culture inheritance in Nakhi People, which provided into two parts. Part one is personal information of respondents and part two is survey about the current situation of the educational management of culture inheritance in Nakhi People, total 43 questions.
3. Please tick ✓ in the columns that represent your opinion about the educational management of culture inheritance in Nakhi People.

Thank you Mrs. Yang Haiping  
A doctoral student in Educational administration  
program Bansomdejchaopraya  
Rajabhat University

**Part 1: Personal Information of respondents**

Gender  Male  Female

**Education Background**

Bachelor's degree  Master's degree

doctor's degree

**Part 2: Survey about the current situation of the educational management of culture inheritance in Nakhi People**

5 express the level of the educational management of culture inheritance in Nakhi People were at Very much in line level

4 express the level of the educational management of culture inheritance in Nakhi People were at More in line level

3 express the level of the educational management of culture inheritance in Nakhi People were at Basically level

2 express the level of the educational management of culture inheritance in Nakhi People were at Not quite level

1 express the level of the educational management of culture inheritance in Nakhi People were at Very inconsistent level

NO.	The educational management of culture inheritance	Lever of the educational management				
		Very much in line	More in line	Basically	Not quite	Very inconsistent
		5	4	3	2	1
<b>Educational goals of colleges and universities</b>						
1	The perfection of university education management curriculum compilation					
2	Integrity of cultural and education courses					
3	Implementation of curriculum formulation					
4	The implementation of ethnic culture courses					
5	The importance of university education management to Nakhi culture and art courses					
6	The integrity of textbook compilation in educational management					
7	Unity of the compilation of Nakhi cultural textbooks					
8	The authority of textbook compilation in educational management					
9	The breadth of the scope of textbooks in Nakhi culture					
<b>Multiple education model</b>						
10	The importance of family education in inheriting Nakhi culture					



NO.	The educational management of culture inheritance	Lever of the educational management				
		Very much in line	More in line	Basically	Not quite	Very inconsistent
		5	4	3	2	1
11	The importance of production skills education to Nakhi culture inheritance					
12	The importance of production skills education in educational management					
13	Promotion of ethnic traditional culture education in colleges and universities					
14	Ethics and ethics and conduct education in educational management					
15	The importance of religious belief education in educational management					
16	The expression of Dongba culture in educational management					
17	The outstanding importance of community education in inheriting the Nakhi ethnic culture					
18	The proportion of Nakhi mother education in education management					
19	Influence of Lijiang cultural inheritance					

NO.	The educational management of culture inheritance	Lever of the educational management				
		Very much in line	More in line	Basically	Not quite	Very inconsistent
		5	4	3	2	1
	activities on education management					
20	The influence of school education on the inheritance of Nakhi culture					
21	Performance of national art education in school education					
22	The importance of educational management to Nakhi culture inheritance					
<b>Funding guarantee mechanism</b>						
23	Improvement of the funding guarantee mechanism in the education system					
24	Support of government financial management for educational funds					
25	Financial support has increased in universities over the years					
26	The investment of educational funds in the Nakhi cultural inheritance					
27	The role of educational funds in education management					
<b>Ethnic Minority-Nakhi Culture Course</b>						

NO.	The educational management of culture inheritance	Lever of the educational management				
		Very much in line	More in line	Basically	Not quite	Very inconsistent
		5	4	3	2	1
28	Differences in Nakhi culture and education management at the three levels of national, local and school management					
29	The importance of reasonable selection of national culture course content					
30	Nakhi culture inherits the cooperation and sharing between the government and schools					
31	Innovation of ethnic minority culture in educational management					
32	Integration of Nakhi culture and modern education					
33	Use of Nakhi cultural resources in educational management					
<b>faculty training</b>						
34	The importance of teacher training in educational management					
35	Perfection of the teacher training system					
36	The diversity of the forms of teacher training					
37	Emphasis on the training of					

NO.	The educational management of culture inheritance	Lever of the educational management				
		Very much in line	More in line	Basically	Not quite	Very inconsistent
		5	4	3	2	1
	Nakhi native language teachers					
38	Innovation in the system of teacher training					
39	The importance of education management to teachers					
40	The effectiveness of teachers in inheriting the Nakhi culture					
41	The importance of teacher training to the inheritance of Nakhi civilization					

This is the end of the questionnaire. Thank you again for your participation and wish you all the best !

## Interview Form

**Structured Interview**  
**Guideline for The Educational Management Of Culture Inheritance**  
**In Nakhi People, Yun Nan Province**

This questionnaire is divided into two parts:

Part 1 : Personal Information

Part 2 : The current situation of the educational management  
of culture inheritance in Nakhi People

**Part 1 : Personal Information**

Interviewer.....Interview

Date.....Interview Time.....

Interviewee.....Gender.....

Age.....years old.....

Education background.....Position.....

Work place.....

**Part 2 :** The current situation of the educational management of culture inheritance in Nakhi People

**Instruction:** Please provide your opinion on the following statement

1. What about the current situation of the educational management in educational goals of colleges and universities of the educational management of culture inheritance in Nakhi People and how to promote the educational goals of colleges and universities of the educational management?

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2. What about the current situation of the educational management in multiple education model of the educational management of culture inheritance in Nakhi People and how to promote the multiple education model of the educational management?

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3. What about the current situation of the educational management in funding guarantee mechanism of the educational management of culture inheritance in Nakhi People and how to promote the funding guarantee mechanism of the educational management?

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4. What about the current situation of the educational management in ethnic minority-Nakhi Culture Course of the educational management of culture inheritance in Nakhi People and how to promote the ethnic Minority-Nakhi Culture Course of the educational management?

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5. What about the current situation of the educational management in faculty training of the educational management of culture inheritance in Nakhi People and how to promote the faculty training of the educational management?

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## Evaluation Form

**Evaluation Form**  
**Guideline For The Educational Management Of Culture**  
**Inheritance In Nakhi People, Yun Nan Province**

NO.	Evaluation Items	Fitness Level					Suggestion
		5	4	3	2	1	
1	The perfection of university education management curriculum compilation						
2	Integrity of cultural and education courses						
3	Implementation of curriculum formulation						
4	The implementation of ethnic culture courses						
5	The importance of university education management to Nakhi culture and art courses						
6	The integrity of textbook compilation in educational management						
7	Unity of the compilation of Nakhi cultural textbooks						
8	The authority of textbook compilation in educational management						
9	The breadth of the scope of textbooks in Nakhi culture						
10	The importance of family education in inheriting Nakhi culture						
11	The importance of production skills education to Nakhi						

NO.	Evaluation Items	Fitness Level					Suggestion
		5	4	3	2	1	
	culture inheritance						
12	The importance of production skills education in educational management						
13	Promotion of ethnic traditional culture education in colleges and universities						
14	Ethics and ethics and conduct education in educational management						
15	The importance of religious belief education in educational management						
16	The expression of Dongba culture in educational management						
17	The outstanding importance of community education in inheriting the Nakhi ethnic culture						
18	The proportion of Nakhi mother education in education management						
19	Influence of Lijiang cultural inheritance activities on education management						
20	The influence of school education on the inheritance of Nakhi culture						
21	Performance of national art education in school education						

NO.	Evaluation Items	Fitness Level					Suggestion
		5	4	3	2	1	
22	The importance of educational management to Nakhi culture inheritance						
23	Improvement of the funding guarantee mechanism in the education system						
24	Support of government financial management for educational funds						
25	Financial support has increased in universities over the years						
26	The investment of educational funds in the Nakhi cultural inheritance						
27	The role of educational funds in education management						
28	Differences in Nakhi culture and education management at the three levels of national, local and school management						
29	The importance of reasonable selection of national culture course content						
30	Nakhi culture inherits the cooperation and sharing between the government and schools						
31	Innovation of ethnic minority culture in educational						

NO.	Evaluation Items	Fitness Level					Suggestion
		5	4	3	2	1	
	management						
32	Integration of Nakhi culture and modern education						
33	Use of Nakhi cultural resources in educational management						
34	The importance of teacher training in educational management						
35	Perfection of the teacher training system						
36	The diversity of the forms of teacher training						
37	Emphasis on the training of Nakhi native language teachers						
38	Innovation in the system of teacher training						
39	The importance of education management to teachers						
40	The effectiveness of teachers in inheriting the Nakhi culture						
41	The importance of teacher training to the inheritance of Nakhi civilization						

### Suggestion and more

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(.....)

## Appendix D

The Results of the Quality Analysis of Research Instruments

IOC Form

The index of objective congruence (IOC)

Guideline For The Educational Management Of Culture Inheritance In Nakhi  
People, Yun Nan Province

NO.	Question	IOC	Validity	Suggestion
1	The perfection of university education management curriculum compilation	1	valid	
2	Integrity of cultural and education courses	1	valid	
3	Implementation of curriculum formulation	1	valid	
4	The implementation of ethnic culture courses	1	valid	
5	The importance of university education management to Nakhi culture and art courses	1	valid	
6	The integrity of textbook compilation in educational management	1	valid	
7	Unity of the compilation of Nakhi cultural textbooks	1	valid	
8	The authority of textbook compilation in educational management	1	valid	
9	The breadth of the scope of textbooks in Nakhi culture	1	valid	
10	The importance of family education in inheriting Nakhi culture	1	valid	
11	The importance of production skills education to Nakhi culture inheritance	1	valid	
12	The importance of production skills education in educational management	1	valid	
13	Promotion of ethnic traditional culture education in colleges and universities	1	valid	
14	Ethics and ethics and conduct education in educational management	1	valid	
15	The importance of religious belief education in educational management	1	valid	



NO.	Question	IOC	Validity	Suggestion
16	The expression of Dongba culture in educational management	1	valid	
17	The outstanding importance of community education in inheriting the Nakhi ethnic culture	1	valid	
18	The proportion of Nakhi mother education in education management	1	valid	
19	Influence of Lijiang cultural inheritance activities on education management	1	valid	
20	The influence of school education on the inheritance of Nakhi culture	1	valid	
21	Performance of national art education in school education	1	valid	
22	The importance of educational management to Nakhi culture inheritance	1	valid	
23	Improvement of the funding guarantee mechanism in the education system	1	valid	
24	Support of government financial management for educational funds	1	valid	
25	Financial support has increased in universities over the years	1	valid	
26	The investment of educational funds in the Nakhi cultural inheritance	1	valid	
27	The role of educational funds in education management	1	valid	
28	Differences in Nakhi culture and education management at the three levels of national, local and school management	1	valid	
29	The importance of reasonable selection of national culture course content	1	valid	
30	Nakhi culture inherits the cooperation and sharing between the government and schools	1	valid	
31	Innovation of ethnic minority culture in educational management	1	valid	

NO.	Question	IOC	Validity	Suggestion
32	Integration of Nakhi culture and modern education	1	valid	
33	Use of Nakhi cultural resources in educational management	1	valid	
34	The importance of teacher training in educational management	1	valid	
35	Perfection of the teacher training system	1	valid	
36	The diversity of the forms of teacher training	1	valid	
37	Emphasis on the training of Nakhi native language teachers	1	valid	
38	Innovation in the system of teacher training	1	valid	
39	The importance of education management to teachers	1	valid	
40	The effectiveness of teachers in inheriting the Nakhi culture	1	valid	
41	The importance of teacher training to the inheritance of Nakhi civilization	1	valid	
42	The relevance of the development of human civilization to the inheritance of Nakhi culture	0	invalid	
43	The influence of students' work schedules on Nakhi culture inheritance	0	invalid	

Appendix E  
Certificate of English

**BSRU**  
BANSOMDEJCHAOPRAYA  
RAJABHAT UNIVERSITY

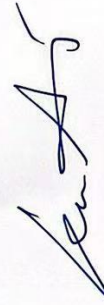
This is to certify that

***Miss Haiping Yang***

Achieved BSRU English Proficiency Test (BSRU-TEP) level

**C2**

Given on 26<sup>th</sup> October 2020



(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

## Appendix F

The Document for Acceptance Research

## Tuijin Jishu/Journal of Propulsion Technology

ISSN : 1001-4055

Website : [www.propulsionejournal.com/index.php/journal](http://www.propulsionejournal.com/index.php/journal)

Phone / Whatsapp : +91 98840 78453

# JPT

### Acceptance Letter

Dear Author(s): **Yang Haiping , Buranajit Kaewsrimon, Niran Sutheeniran, Patchara Dechhome**

Paper ID	JPT_227
Paper Title	<b>Guideline for The Educational Management of Culture Inheritance In Nakhi People, Yun Nan Province</b>

This is to enlighten you that the above manuscript was reviewed and appraised by the review committee members of the **IFERP** and it is accepted for the purpose of publication in the “**Journal of Propulsion Technology**”.

You have to send the following documents to [swathi@iferp.net](mailto:swathi@iferp.net) before 10<sup>th</sup> October 2023.

- 1. Proof of Registration/Payment - Scanned | Online Received Email**
- 2. IFERP Copyright form <https://www.iferp.in/copyright/>**

**Note:**

1. The above manuscript will be published on or before 10<sup>th</sup> November 2023.
2. Author(s) will receive Publication information and Published Paper.
3. You will receive the Volume/ Issue information of your paper very soon.
4. It is mandatory to submit the copyright form before the article gets processed for final publication.

## Researcher Profile

<b>Name</b>	Yang Haiping
<b>Date of birth</b>	30, December, 1983
<b>Place of birth</b>	Yunnan, China

### Educational Background

- Doctor of Philosophy Program in Educational Administration, Bansomdejchaopraya Rajabhat University, in 2020
- Master of education management, Dhurakijpundit University, in 2017
- Bachelor of the science of law, Yun Nan University, in 2007

### Work Experience

- Instructor, Lijiang Normal University College, in 2017

### Address

- Lijiang Teachers' College, Gucheng District, Lijiang City, Yunnan Province